

# Table of Contents

## Front Matter

Credits  
Foreword  
COCC Value to Central Oregon Area  
Definition of Terms  
Bibliography  
Appendix and Exhibits  
COCC Board Minutes and Special Reports  
ASCOCC Student Body Presidents  
Broadside Editors  
Governors & Central Oregon Legislators 1949 to 1967  
College Board Members 1949-1968  
Architects  
State Officials  
COCC Budget Committee Members

## Memoirs

Contents  
Chapter I: The Dreamers  
Chapter II: A New Beginning 1952-53  
Chapter III: A Search for Identity 1953-54  
Chapter IV: A Developing Concept  
Chapter V: A New Home 1955-56  
Chapter VI: The Struggle for Independence 1956-57  
Chapter VII: A Dash of Cold Water 1957-58  
Chapter VIII: Hope Springs Eternal 1958-59  
Chapter IX: Strategy and Counter Strategy 1959-60 & 61  
Chapter X: Mission Accomplished 1961-62  
Chapter XI: Sailing on Uncharted Seas 1963-65

Chapter XII: A "Brilliant" Diversion 1965

Chapter XIII: Trouble on the Hill 1966

Chapter XIV: Finale 1967

Chapter XV: I Listen to the Warm Springs Story

## A Pictorial History of Central Oregon Community College

Original staff of Central Oregon College

C.O.C. Staff & Administration 1952

Original meeting from which C.O.C. Foundation was formed; C.O.C. Admins;  
The enrollment goes up

Gov. Bob Holmes signs the first community college bill in Oregon history

Doll hanging on the wall of Bob Chandler's office

The original heads of the various schools

Staff 1955

Joint Session of the Senate and House Education Committees (Oregon  
Education Vol. 33, No. 10, February 1, 1959)

Se. Don Husband of Eugene speaks for community college legislation 1959-61

Gov. Hatfield signs community college bill 1959

News story featuring newly constructed Central Oregon College

New college receives gift of a tree trimmer

Breaking ground on new campus

First graduating class of apprentices at Warm Springs

Fireplace in C.O.C. Union as first constructed

Scenes from South Pacific

A College with Courage

Gov. Mark Hatfield dedicates new campus; Ashley Brilliant and friend attend a  
college board meeting; Campus scene and view of Cascades from campus

Father of Oregon's Community Colleges (The Redmond Spokesman Thursday,  
May 11, 1967)

COCC becomes day school on campus (The Redmond Spokesman, October 30,  
1974)

View of Cascades from campus



Campus building  
Campus building  
Aerial view of campus  
Best wishes (newspaper clipping from 1967)  
Recommended Area Education Districts for Oregon (map)  
Oregon's Open Door Colleges: Network of Community  
College Shapes Up in State  
Granddaddy of Public Systems (December 14, 1965)  
Bend's Community College (Oregon's Open Door Colleges Part 2)  
Campus of Central Oregon College at Bend Noted for Natural Beauty  
Another feature (Redmond Spokesman November 13, 1974)  
A brief history of COCC (The Bulletin, September 25, 1972)  
Ama-a-a-a-azing (The Bulletin, October 3, 1974)  
Arizona, like COCC, names fine arts building after president Don Pence  
(Redmond Spokesman March 27, 1974)  
Idea seriously flawed (Editorial in The Bulletin, undated)  
Picture taken following dedication of Juniper Hall & Pence Hall May 26, 1968  
Congressional Record - Senate: Title III of B. 1241  
Letter from CK Patterson to Don Hamerquist of the Focus Club February 7,  
1962  
Even with budget increase, COCC is still good bargain (Editorial in The  
Bulletin, undated)  
COCC Unduplicated Head Count March 4, 1985  
Resignation of President Pence accepted by board of directors (The Bulletin,  
undated)

## Notes and Minutes

Central Oregon Area Education District Board: First Meeting February 21, 1962  
Central Oregon Area Education District Board: Special Meeting February 26,  
1962  
To the Board of Education and Budget Committee (Letter from Don Pence)  
March 21, 1962  
Central Oregon Area Education District: Regular Meeting May 19, 1962

Central Oregon Area Education District Minutes, Special Meeting May 23, 1962

Central Oregon Area Education District Board and Committee of Engineers:  
June 6, 1962

Architects Site Report

Central Oregon Area Education District: Regular Meeting June 13, 1962

Central Oregon Area Education District: Regular Meeting July 11, 1962

Central Oregon Area Education District: Adjourned Meeting July 19, 1962

Bend City Commission: Regular Meeting August 1, 1962

Letter to Graduates August 9, 1962

Central Oregon Area Education District: Regular Meeting October 10, 1962

Central Oregon Area Education District: Regular Meeting December 12, 1962

Sketch of C.O.C. Zone Perimeter

Proposed Residential Zoned Perimeter Area

Oregon State Association of Community Colleges: Constitution and By-Laws  
Adopted December 19, 1962

Position Statement by the Oregon State Association of Community Colleges  
March 5, 1963

Letter from Pauline Caine Shelk: A Salute to a Central Oregon First! May 14,  
1963

Central Oregon Area Education District: Regular Meeting March 13, 1963

Central Oregon Area Education District: Regular Meeting May 8, 1963

Report on the Second General Meeting held at the First Annual Conference of  
the Oregon State Association of Community Colleges, May 10 and 11, 1963,  
Astoria, Oregon

Central Oregon Area Education District: Regular Meeting June 12, 1963

Central Oregon Area Education District: Regular Meeting December 11, 1963

Central Oregon Area Education District: Regular Meeting December 9, 1964

Allegations and Evidence Presented to the Fact-Finding Committee of the  
Central Oregon College Faculty by Ashleigh E. Brilliant

Central Oregon Area Education District: Regular Meeting January 13, 1965

Central Oregon Area Education District: Regular Meeting February 10, 1965

Central Oregon Area Education District: Regular Meeting October 13, 1965

Central Oregon Area Education District: Budget Meeting March 15, 1966  
Central Oregon Area Education District: Regular Meeting February 22, 1967  
Central Oregon Area Education District: Special Meeting March 13, 1967  
Central Oregon Area Education District: Executive Session March 8, 1967  
Letter from Millard R. Eakin to the Board of Education May 4, 1967  
Official Report of State Investigation April 23, 1967  
Central Oregon Community College Staff

## CREDITS

Prepared primarily from published and unpublished material written by Don Pence, President 1952-67; Dorothy Kellogg, Presidents Secretary 1953-67; Orde Pinckney, Dean of Faculty 1956-67; newspaper editorials, board minutes, comments from students, faculty, legislators, and newspaper stories pertaining to Central Oregon Community College, & from Memoirs of Don Pence.

Material compiled and prepared for this by Don P. Pence.

Note: Copies to COCC Library,  
Deschutes Co. Historic Museum, COCC  
Pres. Office

THERE WERE THOSE WHO SAID IT SHOULD NOT HAPPEN  
THERE WERE THOSE WHO SAID IT WOULD NOT HAPPEN  
THEY FORGOT TO TELL US THAT IT COULD NOT HAPPEN  
SO WE WENT OUT AND MADE IT HAPPEN

## FOREWORD

The history of Central Oregon Community College during its first thirteen years (1949-1962) is essentially the history of the development of the community college movement in Oregon.

The Oregon movement pioneered the concept of the "independent area district" in the northwest states. The community college concept began to develop nationally in the early fifties. This philosophical as well as administrative change from the traditional extended secondary type "junior" college was very traumatic for many public school administrators. In Oregon both public and private universities and four year colleges registered concern about any additions to the established public school system. The established vocational schools, <sup>also</sup> in the beginning, registered concern about the new concept. The Oregon experience was not entirely unique as many other states <sup>also</sup> experienced resistance from certain quarters.

Thanks to the development of the community college with its broad curricular base, most of the youth of this nation now have access to post high school education close to home and at a price that the average person can afford. Through "community education programs", millions of adults are also taking advantage of these opportunities. The movement also spread to other countries, many of whom have developed similar institutions. Central Oregon Community College in its early development was in the forefront of these momentous movements.

<sup>Written by Don R. Pence</sup>  
<sup>Presentation</sup> This history, <sup>recitation</sup> by the very nature of the situation, is a chronological <sup>as they evolved in Oregon.</sup> of the resolution of these conflicting philosophies and interests. Concurrent with these debates, America was going through another transition in school administration. The traditional pyramidal design of school administration was being attacked by newly formed teachers unions, now being patterned along the lines of traditional labor unions. Student militancy which reached its peak in the sixties only added to the complexity of the changing pattern of institutional governance. All of these elements were present in the developing pattern in Oregon. Central Oregon was the point of the spear that pushed for change. This history will bring out details of how <sup>by whom</sup> this was accomplished.

## COCC VALUE TO CENTRAL OREGON AREA

*update* Central Oregon Community College has enrolled 47,380 *estimate* in credit classes between 1949 and 1985. These statistics represent unduplicated head count. The community education section has enrolled an estimated *update* 55,000 individuals. The general pattern of enrollment has been that the community education division has enrolled more individuals each year than the credit classes. This grand total means that COCC has served over 100,000 people in its first 36 years. In addition to this, the college has served as an extension center for the various universities and four year public and private colleges of the state. The college has continually cooperated with the business and professional community in offering special workshops, seminars, symposiums and conferences.

*has over the years been* COCC ~~is to-day~~ one of the largest industries in the area and responsible ~~over the years~~ in bringing into Central Oregon millions of dollars from federal and state governments. The college became the cultural center for the area with lyceum programs, the Central Oregon Symphony, the College Symphonic Band and Jazz Bands, the Community Choir and College Choir, Magic Circle Theatre, art exhibitions and craft shows. Central Oregon College has made the central Oregon area a better place in which to live and do business.



116

## DEFINITION OF TERMS

A.A.H.E.	American Association of Higher Education
A.A.U.P.-	American Association of University Professors
A.A.J.C.	American Association of Jr.-Community Colleges
A.C.L.U.	American Civil Liberties Union
A.E.D.	Area Education District
A.F.T.	American Federation of Teachers
A.S.C.O.C.C.	<i>Associated Students Central Oregon Community College</i>
C.A.C.C.	Central Arizona Community College (Also C.A.C.)
C.O.C.C.	Central Oregon Community College (Also C.O.C.)
D.E.	Distributive Education
G.E.D.	General Extension Division
H.E.W.	Health Education and Welfare (Federal)
O.R.S.	Oregon Revised Statutes
O.S.A.C.C.	Oregon State Association of Community Colleges
O.S.U.	Oregon State University
P.S.C.	Portland State College (Originally Portland Extension Center)
P.S.U.	Portland State University
R.I.F.	Reduction in Force
T. & I.	Trade and Industry
U.O.	University of Oregon



## BIBLIOGRAPHY

- A History - Prepared for the 25th. Anniversary by Jim Crowell
- A Critical Study & Analysis of the Central Oregon Community College at Bend, Oregon. - An unpublished paper by Don Pence
- Bend Bulletin, The Stories and editorials from 1949-68
- Bend School District, Board Minutes from 1949-62
- Big Haul, A publication of Bend Portland Trucking Inc.
- Broadside, Newspaper published by <sup>Assoc. Students</sup> A.S.C.O.C.C.
- C.O.C.C. Board Minutes, - 1962-68
- C.O.C.C. Self Evaluation Reports I and II 1966
- C.O.C.C. Catalogues and Year Books from 1949-67
- Central Oregon Vocational Educ. Research Project by Geo. Zahl 1965-66
- Central Oregon Area Educ. District Master Plan - 1962-67
- Curriculum and Purpose of COCC by Don P. Pence
- Criteria For a System of Area Education Districts for the State of Oregon, A doctoral dissertation by Don P. Pence. Published by the Oregon Department of Education, Salem, Oregon, June 1960.
- Central Oregonian, The - A weekly newspaper published in Prineville, Ore.
- Flesher Report, The, A professional study of vocational education in Oregon with recommendations. Commissioned by the legislature
- Official Report of State Investigation, An investigative committee requested by the President and College Board to study the situation at the College in terms of faculty, administration, board and student relations.
- KBND Radio Station, material from weekly broadcasts by the college.
- Madras Pioneer, a weekly newspaper published in Madras
- Midstatesman, a weekly newspaper published in Bend
- Oregon Revised Statutes, 1949 to 1967
- Oregon Community Colleges - Annual Reports
- Oregonian, a daily newspaper published in Portland, Oregon

VI

BIBLIOGRAPHY CONTINUED

Oregon Journal, The, a daily newspaper published in Portland, Oregon.

Position Papers, Reports - prepared by Pence, Pinckney, Burdg, Johnson,  
State Department and others on various aspects of community colleges

Redmond Spokesman, a weekly newspaper printed and published in Redmond, Ore.

Study on Student Transfers from Central Oregon Community College by  
Don Pence, January 1960.

Some Highlights, Trends and Needs of Post High School Vocational Education  
in Oregon, by Paul Wilmeth, Pres. Ore. Voc. Ed. Assoc.

The Oregon Story, written by Don Pence and published in the book: JUNIOR  
COLLEGES: 20 STATES - Page 33-49. Published by the American Assoc.  
of Junior-Community Colleges. 1966- Washington D.C.

The Torch of the Cascades, An unpublished story by Dorothy Kellogg, Sec.  
to the President of Central Oregon Community College - 1953 to 1968

The Koos Report, A report prepared by Dr. Leonard Koos for the 1951  
session of the Oregon Legislature on the subject of junior colleges  
for Oregon.

Tertiary Education, A paper prepared by Don Pence on the third step of  
public education - (community colleges)

VII

## APPENDIX AND EXHIBITS

- A. Morse-Pence and Congressional Record
- B. ASCOC -Patterson letter to Hamerquist on Gus Hall
- C. Bulletin Editorial May 6, 1968
- D. Unduplicated Head Count 1949-1985

### COCC BOARD MINUTES & SPECIAL REPORTS

- 1. Feb. 21, 1962-First Meeting, Naming of Officers
- 2. Feb. 26, 1962 -Special Meeting-Appt. Budget Comm. & Engineer Comm.
- 3. Mar. 21, 1962 - Letter from Pence to Be. on site evaluation
- 4. May 9, 1962 - Choosing A.I.A. & Bond Counsel
- 5. May 23, 1962-Special Meeting- Naming of Faculty
- 6. June 6, 1962, Engineers Report to COCC Board
- 7. Architects Site Study
- 8. June 13, 1962 - Site Discussion - Board Divided
- 9. July 11, 1962 - Chanler asks for Clarification
- 10. July 19, 1962 - Site Determined
- 11. Aug. 1, 1962 - Bend City Commission on COCC Water Service
- 12. Aug. 9, 1962 - Tuition Differential
- 13. Oct. 10, 1962 - Site legal description
- 14. Dec. 12, 1962 - Easements, Roads etc.
- 15. Legal Description with charts etc.
- 16. Dec. 19, 1962 - Constitution and By-Laws- St. Assoc. of Comm. Colleges
- 17. Mar. 5, 1963 - Position Statement by the Ore. St. Assoc. of Comm. Col's.
- 18. May 14, 1963 - A Salute to a Central Oregon First-Fauline Caine Shelk
- 19. Mar. 13, 1963- Cascade Cycle Club Satisfied
- 20. May 8, 1963 - Stafford Hansell Helps
- 21. May 10, 1963 - Don Burdge reports on first annual meeting of  
Cre. St. Assoc. of Comm. Colleges- (Prof. Kerr of NW Assoc, speaks)
- 22. June 12, 1963, - Students Recommend Name Change
- 23. Dec. 11, 1963 - Pinckney elected President of NW Assoc. of Jr. Colleges-  
Also attempt at private funding for a Little Theatre
- 24. Dec. 9, 1964 - Mary Brown Challenges Chandler on conflict of interest
- 25. Feb. 5, 1965 - Allegations and Evidence by Ashley Brilliant
- 26. Jan 13, 1965 - Chandler Letter Read
- 27. Feb. 10, 1965 - Chandler Resigns - Oxborrow appointed

- 28. Oct. 13, 1965 - Recommending Names for first four buildings
- 29. Mar. 15, 1966 - Tenure Discussed
- 30. Feb. 22, 1967 - Budget Problems - Per Std. Operating Costs etc.
- 31. Mar. 13, 1967 - 12 Instructors not to be offered contracts
- 32. Mar. 8, 1967 - Executive Session with Faculty Representatives
- 33. May 4, 1967 - Millard Eakin resignation from Board
- 34. Apr. 3, 1967 - Official Report of State Investigation
- 35. 1967 - List of staff

## ASCC STUDENT BODY PRESIDENTS

Fred Stenkamp	1954
Robert Eberhard	1955
Hillard Marsh	1956
Ed, Maddox	1957
Milton Sexton	1957
Dave Hodge	1958
Bob Wendling	1959
Dick Hodge	1960
Pat Patterson	1961
Chris Rhoden	1962
Vern Crawford	1963
Bill Penhollow	1964
Tim Grover	1965
Bob Mac Rostie	1965
George Gilchrist	1966

## BROADSIDE EDITORS

June Scott	1953	Bob Lee	1962
Tom Bonsell	1954	Jim Nelson	1963
Loyal Strom	1955	Bob Whitmeyer	1963
Ronnie Bryant	1955	Bonita Thomas	1964
James Roley	1956	Kenny Adams	1965
Miles Hutchins	1956	Edie O'Day & Michael Potter	1966
Mary Alice Kelly	1957		
Sally Houston	1958	Harold Barry & Olivia Gray	1967
Sandra Hope	1958		
Phyllis Lehman	1959		
also Carmen Hofstetter, Jack Redlingshafer and Diane Damewood	1959		
Richard Hofstetter	1960		
Carol Jensen	1961		
C.K. Patterson	1962		

GOVERNORS & CENTRAL OREGON LEGISLATORS 1949 to 1967

DATE	GOVERNOR	SENATORS	REPRESENTATIVES	BILLS
1949	Douglass Mc Kay	Phillip Hitchcock	J. F. Short Wm. B. Morse	S.B. 29
1951	Douglass Mc Kay	Phillip Hitchcock	Alva Goodrich Boyd Overhulse	
1953	Paul Patterson	Phillip Hitchcock	Alva Goodrich B.A. Stover Boyd Overhulse	
1955	Paul Patterson Elmo Smith	J. P. Hounsell Harry Boivin	Harvey De Armond Boyd Overhulse	HB 396
1957	Robert Holmes	Boyd Overhulse Harry Boivin	Ole Grubb Ben Evick	HB 594
1959	Mark Hatfield	Boyd Overhulse Harry Boivin	Patrick Metke Ben Evick	SB 422 440
1961	Mark Hatfield	Boyd Overhulse Harry Boivin	Kessler Cannon Ben Evick	Amendments
1963	Mark Hatfield	Boyd Overhulse Harry Boivin	Kessler Cannon	
1965	Mark Hatfield	Gordon Mc Kay Harry Boivin	Sam Johnson	
1967	Tom Mc Call	Gordon Mc Kay Harry Boivin	Sam Johnson	



X7

COLLEGE BOARD MEMBERS 1949 - 1968

BEND DISTRICT BOARD 1949 - 1962

Glenn Gregg  
Vance Coyner  
Leonard Standifer  
Joe Grahlman  
Grace Elder  
Bert Hagen  
Gordon McKay

C.O.C.C. BOARD 1962 - 1968

Owen Panner, Bend  
William Miller, Bend  
Rupert Park, Redmond  
Stuart Shelk, Prineville  
William Robinson, Madras  
Richard McRae, Prineville  
Robert Chandler, Bend  
Millard Eakin, Madras  
G. W. Oxborrow, Crescent  
Fred Christiansen, Madras

ARCHITECTS

Wilmsen, Endicott and Unthank

STATE OFFICIALS

STATE SUPERINTENDENTS

Rex Putnam 1949  
Leon<sup>F</sup> Minear 1955

STATE DIRECTOR OF COMMUNITY COLLEGES

Robert O. Hatton

GED DEANS & ASSISTANTS

John Francis Cramer, Dean 1949 1955  
Phillip G. Hoffman, Dean 1955 1965  
Viron A. Moore, Asst. Dean  
L.B. Newhouse, Bus. Mgr.  
Howard Impeccoven, Registrar  
Howard Akers, Asst. Dean

COCC BUDGET COMMITTEE MEMBERS

Millard Eakin, Madras  
LaSelle Coles, Prineville  
Arthur B. Carlson, Madras  
Kessler Cannon, Bend  
Web Loy, Bend

Don Hinman, Redmond  
Meritt Parks, Fort Rock  
Harold Kemple, Bend  
John Stenkamp, Bend  
Jerry Warner,  
Stuart Shelk, Prineville

C O N T E N T S

I	THE DREAMERS	1949-52
II	A NEW BEGINNING	1952-53
III	<sup>A</sup> <del>IN</del> <sup>FOR</sup> SEARCH <del>OF</del> IDENTITY	1953-54
IV	A DEVELOPING CONCEPT	1954-55
V	A NEW TEMPORARY HOME	1955-56
VI	THE STRUGGLE FOR INDEPENDENCE	1956-57
VII	A DASH OF COLD WATER	1957-58
VIII	HOPE SPRINGS ETERNAL	1958-59
IX	STRATEGY AND COUNTER STRATEGY	1959-60
X	MISSION ACCOMPLISHED	1961-63
XI	SAILING ON UNCHARTED SEAS	1963-65
XII	A "BRILLIANT" DIVERSION	1965-66
XIII	TROUBLE ON THE HILL	1966-67
XIV	FINALE	1967
XV	"I LISTEN" or THE WARM SPRINGS STORY (A <sup>?</sup> RELATED DEVELOPMENT)	



CHAPTER I  
THE DREAMERS

Central Oregon Community College had its genesis in several rather unique developments in Oregon higher education immediately following World War II. The developments that preceeded this were: (1) the creation of a single unified board of public higher education known as the Oregon State Board of Higher Education and (2) the creation by this board of a unified system of extension services known as the General Extension Division of the Oregon State System of Higher Education.

*Who?* Having taken this action, the possibility existed for the General Extension Division <sup>(GED)</sup> to create its own campus-type institution. ~~This is exactly what happened when~~ The GED acquired a surplus military base on an island in the Columbia River with buildings intact and set up the Vanport Extension Center. Dr. John Francis Cramer known to his friends as "Jack" was appointed Dean of the General Extension Division. The great potentiality that existed due to the passage of the GI Education Bill for veterans made this Center <sup>problem</sup> ~~a going concern~~. <sup>An extension</sup> The great flood of 1947 took the Vanport Center ~~right~~ down stream, wiping it out physically, but the precedent had been established and the school had proven its worth to the public. <sup>It is my opinion that</sup> Jack Cramer was a dreamer and an opportunist and he immediately set about to find new facilities to keep his brain child alive and healthy. His prayers were answered in the fact that Lincoln High School, located <sup>in</sup> down town ~~at~~ Portland, on Park Avenue, was available. The State System of Higher Education secured this building and the Vanport Extension Center had a new home on dry ground. The new facility was named the Portland Extension Center with Jack Cramer, Dean of GED, in overall charge. Dr. Stephen E. Epler was named Director of the Portland Center. This operation (The State System did not recognize it as an institution as yet) developed along the lines of a junior college. It was supported by student tuition, <sup>(M)</sup> mainly GI's in the beginning, plus some help from the budget of the State System of Higher Education.)

A type of <sup>institution</sup> seed had been <sup>developed</sup> planted that would <sup>suggest</sup> ~~be~~ further propagation, and Jack Cramer was not an idle dreamer but a man who could get things done. He reasoned that if this type of operation could develop successfully in the Portland area then why not several satellites throughout the State, particularly in the outlying areas far removed from higher educational opportunities. <sup>specific</sup> (The ~~previous events~~ took place from 1946 to 1949.) Jack Cramer found a sympathetic ear with Senator Austin Dunn of Baker. Together they formulated what became known as Senate Bill No. 29, and presented it to the Legislative Assembly in 1949. This bill was very short and simple. It was permissive in nature but contained no state money to implement development of "extension centers". The entire bill follows:

Adult higher education classes; funds.

Any district school board may enter into a contract with the Department of Higher Education and the general extension division, for the holding of classes of lower division collegiate grade in the school district. The classes shall be conducted under the joint supervision of the general extension division and the superintendent of schools of said district. The school board may provide funds in the regular budget for conducting such classes and may expend the funds of the district so budgeted in meeting the costs of the classes.

Dr. Cramer no doubt concluded that it was politically impossible at that time to include the financing of these satellite centers in the budget of the State System of Higher Education. Looking back, this was probably a blessing in disguise for it forced these local institutions to develop independently rather than become branch campuses of the higher system.

Three centers were set up under the provisions of the "Dunn" bill. Baker, Bend, and Klamath Falls opened in the fall of 1949 with the districts providing all the money, after tuition had been applied against the expenses, plus ten percent for overhead and retirement payments. The State Board of Higher Education contracted the faculty through the services of the State General Extension Division and maintained general supervision over the program. The schools at Bend and Klamath Falls employed a joint faculty of three instructors during the first year. Classes were held two days in Bend and two days in Klamath Falls during evening hours in the high school plants. The distance

between these two cities is approximately <sup>130</sup>~~145~~ miles.

~~A dual~~ program started at Baker, Oregon, ~~and~~ closed after one term of operation. The Klamath Falls center closed after the first year of operation and the Bend center employed the three instructors on a full-time basis as resident staff. In neither center was there a substantial core of full-time students.

For the reader to gain the proper perspective of the events that occurred in post high school education in Oregon following World War II; we must go back to the development of area vocational schools that were also striving for a place in the sun during this same period. Oregon could well have developed a dual system such as the State of Washington developed with junior colleges and vocational schools competing for students and funds at the local level. The vocational schools were encouraged by the availability of federal funds for such purposes. Here again a person stepped to the forefront who had ambition and ideas for the development of area vocational schools. His name was Winston Purvine and he was in charge of vocational-technical education with the State Division of Vocational Education under Oscar Paulson, Assoc. State Supt. of Public Instruction. Winston Purvine decided that Klamath Falls <sup>Oregon</sup> was a likely place to try out his experiment, ~~in Oregon~~. The fact that a military base located in Klamath Falls was available for procurement from the federal surplus property section made his idea more appealing. The embryo of what is now Oregon Institute of Technology, a four year degree granting institution, was planted. Portland already had a post high school vocational-technical program going and the Director, George Hendriks, secured the Shattuck elementary school just a few blocks south of the new Portland Extension Center on Park Avenue. Eugene and Oregon City had developed area vocational schools supported by the local district and the use of federal funds via the State Division of Vocational-Technical Education.

This was essentially the picture around 1950 and the main reason that Klamath Falls withdrew from the joint operation with Bend. The new development being pushed in Klamath Falls by Winston Purvine with the support of Senator Harry Boivin of Klamath County spelled the doom of the Klamath <sup>Falls</sup> General Extension Division Center. (At this time Senator Boivin's senatorial district also included Deschutes County) Senator Boivin's goal was to secure a state supported institution for Klamath Falls; a challenge in which he later succeeded. (Phillip Hitchcock was senator preceeding Harry Boivin. Hitchcock served from 1949-54 as South Central Oregon Senator)

In the minutes of August 8, 1949 meeting of the Bend District Board the following item appears:

A contract for the Central Oregon College with the Oregon State System of Higher Education was studied. A motion was then made seconded and passed, authorizing the Chairman and the Clerk to sign a contract.

This was the beginning of a satellite extension center already being called Central Oregon College. Mr. Howard M. Nicholson, Dean of Jr. High Boys ~~was~~, was asked by Superintendent James Bushong to act as local director for the center as an extra duty assignment. The General Extension Division assigned three full-time instructors - Dr. F. Eugene Melder, History of Western Civilization and General Sociology - Miss Ruth Winchell, Math. and Biological Science - Dr. Caroline Brady, English Literature and English Composition. They were to spend two evenings in Bend and two in Klamath Falls. A Mr. Harold Palmer taught Constructive Accounting in the Bend operation. The District budgeted \$8,000 for the first year of operation of the college and ended the year with a surplus of \$3,327.83. The enrollment for 1949-50 was 117 fall term with 28 of these full time. The winter term enrolled 86 and the spring term 58 with 7 full time. The cost per student for the first year was \$89.09 according to a report given by Mr. Nicholson to the District Board. (See Appendix D) (There is a slight difference between these two reports)

The Bend District Board was confronted with a momentous decision in 1950. They had to decide whether they should close the center or double the outlay and employ the three instructors as full time resident staff. The Board consisting of Glenn Gregg, Chairman, Vance Coyner, Leonard Standifer, Dr. Joe Grahlman and Grace Elder decided to continue the operation of the center and employ three full time instructors. Director Howard Nicholson stated that: "It would seem to be hazardous to make an estimate on enrollment dropping much lower than it has this year." Nicholson further stated to the board that a community survey had estimated an enrollment of 150 students for fall term of the second year.

The fact that Baker had closed after one term and the Klamath Falls Center after three terms did not bode well for the future of the extension centers. The growing interest in vocational centers and technical institutes operating with federal assistance as well as local financing help posed a significant threat to the lower division collegiate centers.



Menegat, in his "History of Trade and Industrial Education in Oregon", stated that "in February, 1938, the first area vocational school in Oregon was formed at Eugene". He lists the Oregon Vocational School (now Oregon Institute of Technology) as number two, starting on July 14, 1947, and Oregon City Vocational School as number three, opening in 1949. Menegat stated that: "These three schools were of a public nature designed to serve post-high school youth during the first half of the twentieth century".

Every one of the larger public school districts had adult education, including vocational-technical programs, that they were offering to the public. All of the schools had individuals who headed or directed these programs. The idea of combining these three functions of education (adult, vocational-technical and lower-division collegiate) under one master framework, offering a comprehensive curricula to the people of an area, was foreign to most of those involved in post high school education in Oregon. If they looked at Washington to the north, they had confirmation of a dual or even three-way system. If they looked to California, they saw the historic example of junior colleges as extensions of the secondary system. The university faculty, in particular, took a dim view of such a wedding of educational effort. The world of academia could not easily envision a comprehensive institution providing a quality liberal arts education. The idea of a true community college serving all of the post high school needs of a geographic area for two years beyond high school was just beginning to develop in the minds of some of <sup>Americas</sup> ~~the~~ leading educators. The university people and the vocational-technical leaders looked upon this new philosophy as an infringement upon their historic territories.

The Bend District Board was probably unaware of these ground swells of change in America. They knew they had a problem and solved it affirmatively. They chose to gamble once again; however the results did not come up to expectations.

#### 1950-51;

Two of the three instructors of the first year resigned and Mr. Richard Schultz was employed to teach English Literature and Composition, Mr. Kroll to teach History and Social Science. Miss Ruth Winchell remained for another year. Being full time allowed the three instructors to increase the offerings, and with Mrs. Nina Niskanen in Business, Mr. Kessler Cannon, Speech and a Mr. Lampert in Accounting, the center set forth on its second year.

The fall term enrollment for 1950 reached 105 with 19 full time students. As previously stated 89 students enrolled winter term and 58 enrolled spring term with 7 full time (12 or more hours). The high hopes of the founders of this center were being dashed upon the rocks of statistical reality. The problem probably lay in the fact that the great majority of the students from the beginning were World War II veterans attending on the GI Bill. They had no investment since the government was paying the tuition and jobs were opening up in the area. The apparent failure of the local GED Center officials to successfully recruit immediate high school graduates to fill the ranks left vacant by the departing GI's caused the decline and created great disappointment for the Bend District and the GED. ~~The writer~~ would not wish to deplore the efforts of the school officials for convincing a high school senior who has university stars in his or her eyes that he or she should come back to high school at night and imagine it is a college is difficult, particularly when classes are held in the same old building. It was not an easy task. High school counsellors, and many teachers quite often also have stars in their eyes and think the only real college education is away from home on a large university campus so the student can absorb campus life (whatever that is). The university recruiting teams had a mission to perform and they were not about to recommend a night school without a decent library. All the other advantages inherent to a large university campus or a beautiful and ancient private college were stressed. The director of such a center had his work cut out for him.

To further confound the District Board and make their decisions more difficult, the following excerpt from the Bend District Board meeting of May 10th. 1951 is presented:

Mr Bill Loomis of the Trades and Industry from the State Department of Vocational Education advised the members of the board that there is a possibility of expanding the Automotive Shop classes to include more adult students. A regional vocational school for Bend is a hope for the future.

Mr. Nicholson increased his efforts to recruit high school students and copies of these information sheets were presented to the Bend District Board. The information was very good but failed to catch the imagination of very many students. The school apparently needed better acceptance and understanding by the entire community.

1951-52

The enrollment fall term was 60 with 12 full time, and spring term was 36 with one full time student. Fifteen courses were offered by three full time and two part time faculty. Mr. Albert Pike had replaced Mr. Kroll in History, Background of Social Science, and American Government. Richard Schultz and Ruth Winchell were hold over faculty and Irene Boone (A Redmond High School teacher) taught typing and stenography. A Mr. Ferguson taught Accounting. Only one student, the full time one, was an immediate high school graduate. The future looked very dismal for this fledgling center trying to be a college. After fall term enrollment was in, Mr. Nicholson appeared before the Bend District Board and made the following statement:

You probably have noted that the enrollment at the Community College is lower than it was one year ago. We now have sixty students registered. Last year at this time 105 were attending. It is interesting to note that last year there were 59 men enrolled. This year there are only 18 attending. Almost the entire drop is there. That maybe due to the war or employment or other causes. We are making an effort to see if by additional publicity and promotion we may increase the enrollment for the winter term. If we are not able to find more interest in the college, we cannot justify its continuance for the benefit of so few.

On August 5, 1952 Mr. Nicholson sent the following letter to the District Superintendent Mr. Jewell.

Dear Mr. Jewell:

I hereby request of the Board of Directors of the Bend Public Schools a years leave of absence to attend Stanford University as a graduate student in the School of Education, this leave to extend through August of 1953.

About this same time Superintendent James Bushong asked the District Board to be relieved from his contract. Bushong had been on a years leave for graduate study in fulfillment of a scholarship to Harvard University. He wished to accept a position as Superintendent at Grosse Point, Michigan, one of the most prestigious schools in America. The Board accepted his request and later named acting Superintendent R.E. Jewell to the position. Mr. Jewell entered the position with the support of his entire faculty. The school personnel petitioned the Board to name R.E. Jewell to the position. The dream of Jack Cramer and others for a state wide system of satellite extension centers seemed destined for oblivion.



My psychological preparation for involvement in college administration may have had its genesis when I was quite young. My grandfather had been an administrative officer in an early day Normal College Kansas town. My mother (his daughter) and her brother had been school teachers. My mother held her father up to me as a proper role model.

I did most of my undergraduate college studies at Southwestern College in Winfield, Kansas. I became involved in school politics & ended up as President of the student body in 1930-31. This experience gave me the idea of someday becoming a College President. I spent my early professional career in (1932-52) in music education. First as a high school music director, then U.S. Navy School of Music Staff Person, & last before coming to Bend I taught music in a teachers college. After moving to Bend in 1946 as Director of Music, I thought I might return to college teaching & with this in mind started on a doctorate in music at Univ of Oregon 1951 summer session.

When Harold Nicholson, who had been running the new extension center along in Bend, resigned to do further graduate work, I thought this might be my opportunity to get back at college work. Perhaps my public relations & promotional experience in music could help me save the local college program & put me in the type of position I had in the back of my mind. My speech & forensics background would also come in handy.

Drift Jewell's quandary over the future of the local extension center opened up a possibility.



## CHAPTER II

## A NEW BEGINNING

1952 - 53

Don P. Pence, who had come to Bend as Director of Music Education in the Bend Schools in 1946, asked Superintendent Jewell what was to become of the college. Mr. Jewell answered: "I guess we have no choice but to close it down. We had 36 students spring term with one full time".

*In spite of the fact that I returned to Sup Jewell's office*  
 Don Pence, who had no previous experience with junior colleges, said:

"Let me make you a proposition. I will continue my music duties except for marching band, which my assistant Joe Haugen can take over, and I will act as director of the evening school. I will ask for no additional salary for one year. At the end of that year I will come back to you and make a recommendation as to what should be done with the evening college—either close it down or I will make a new proposal for its continuance".

On August 11, 1952 in District Board meeting Superintendent Jewell made the following recommendation to the Board:

Mr. Jewell advised the board that Warren Thompson, a former Kenwood teacher, would be given the position as Dean of Junior Boys, and the Adult Education duties of Howard Nicholson are to be divided between Don Pence and Albert Pike. Don Pence has consented to take over the public relations work and will be the director of the entire Adult Education program. Mr. Pike, one of the Community College instructors, is to act as college registrar, and a payment of \$300.00 is to be given for this extra work. The new music instructor will take over the Drum and Bugle Corps work formerly handled by Joe Haugen, so Mr. Haugen will be able to relieve Mr. Pence of the work with the Marching Band. This recommendation was placed in the form of a motion by Gregg, was seconded by Hagen, and passed.

Pence and Pike joked that Pence would be the outside man and Pike the inside man. Pence had twenty years of successful music directorship to his credit, including high schools, state teachers college and military. (During the war Pence was on the staff of the U.S. Navy School of Music in Washington D.C.) Pence was well known to the people of Bend through the various music activities, both school and community, and assumed that his knowledge and experience in public relations would be an asset in putting the Bend Extension Center on its feet. If the fates were willing, eventually it might develop into a fine two year community college. As Pence went around and talked to groups of high school seniors in the area, he soon found out just how hard it would be. The so called college certainly

*During my undergraduate years I had been involved in Student Politics & served as student body Pres. of a mid-west college & represented my college in forensic competition.*

didn't present a picture of glamour and with a library that was housed in one glass front book case, with four shelves about five feet long, did not smack of academia. This college needed a lot of dressing up if it was to appeal to young high school graduates. Pike could not sign them up unless ~~Pence~~ <sup>Pence</sup> could get them to walk through the door of the old high school. (Now the District offices)

The only change in the full time faculty for 1952-53 was in math and science. Mr. Aryan Roest replaced Miss Ruth Winchell who had been with the center since its inception. Mr. Roest's specialty was in the field of ornithology and particularly in hawks. He brought his own laboratory with him in the form of a beautiful sparrow hawk. GED Dean Jack Cramer had appointed Dr. <sup>Vic A.</sup> ~~Vern~~ Moore, head of the GED office in Eugene, to be the immediate contact person on staff affairs for the center. Dr. Howard Akers, of the Salem GED office usually came with Moore on his trips to Bend. Cramer suffered a very serious heart attack on one of his trips to Bend, thereafter, little was seen of Cramer at the Bend operation. He confined himself largely to his Portland office at the Portland Extension Center and usually rested part of each day.

~~Pence~~ <sup>Pence</sup> took the word community very seriously just as ~~he~~ <sup>he</sup> had in the area of music education. To ~~him~~ <sup>me</sup> this was an all inclusive term. ~~He~~ <sup>He</sup> felt that if the so called college was intended to serve the entire ~~grade~~ <sup>area</sup> of Central Oregon then the first thing to do was make it capable of doing this. School contacts must be broadened and the curriculum enlarged to accomodate the felt needs of the entire post high school population of the three principal counties of Central Oregon. Historically the various communities of Central Oregon had done very little to cooperate except in the area of music with the annual music festivals, and the U.S. Navy Band concerts. Nearly all other contact was in competitive sports where the schools are traditional "enemies" on court and gridiron. Historically, the various adult programs such as Trade and Industry, Vocational Vocational Education, Agricultural Education, Home Economics Education, Distributive Education, and Adult Basic and Adult General Education, were all under separate departmental or sectional heads in each high school and each of these under a separate State Coordinator for the various adult educational functions. ~~Pence~~ <sup>Pence</sup> called a meeting of the Bend group which included Robert S. Johnson -- Vocational Coordinator, J. Wilson Bilyeu--Trade and

Industrial Coordinator, John Chrismer - Distributive Education Coordinator, Charles Beckley - Agriculture, Dorothy Madison (Stenkamp) - Home Economics, Roy Lively - Drafting, Paul Smith - Manual Training and Wayne Hamilton - Bend City Parks and Recreation. ~~Pence's~~<sup>my</sup> idea was to bring all these functions under one umbrella of coordinated offerings to the area. The three principal coordinators - Johnson, Bilyeu and Chrismer felt some hesitation regarding this, up to then, unusual marriage. The powers that be at the State level were also called in at a later meeting. Mr. William Loomis State Coordinator for Trade and Industrial Education was truly apprehensive of any union with the liberal arts program. His greatest concern at the moment was whether Don Pence, a former music teacher, would know anything about vocational education and particularly trade and industrial education. He felt ~~Pence's~~<sup>my</sup> liberal arts training would make ~~him~~<sup>me</sup> biased. He felt that the leadership should be someone well versed in the vocational area. Mr Larry Eaton of the State Division of Distributive Education felt a little more at ease perhaps because he had no plans for the establishment of a vocational school in Central Oregon. The state people were not entirely opposed to the concept of a coordinated approach but were divided on the type of person to head it. Albert Pike standing as the Assistant Director and in charge of the lower division collegiate programs gave ~~Pence~~<sup>me</sup> the opportunity to try and project ~~himself~~<sup>myself</sup> above these divisional jealousies and fears and to propose the umbrella arrangement. The local group decided to give it a try. It took a few months to convince the State group including Mr. Oscar Paulson, Associate Superintendent of Public Instruction in charge of all Vocational Education. ~~Pence reports that~~<sup>19</sup> before the year was out they were all working on a unified front and thinking in terms of a true community college program.

~~Pence~~<sup>& I</sup> and Pike prepared a letter which was widely distributed showing ten types of people who might be interested in the college. This letter and announcement was discussed with the District Board and appeared in the Board proceedings. An excerpt from this letter follows:

This year Central Oregon Community College will offer courses in vocational education, trades and industrial skills, agriculture, home economics, business administration and secretarial science, as well as general education in such subjects as English and literature, mathematics, foreign languages, history, political science, economics, speech, chemistry, physical science, biology, geology, and zoology. As the demand increases, the curriculum will be expanded to include other offerings. If you are interested in music performance groups, we have the Bend Municipal Band and the Rainbow Singers.



The Central Oregon Community College has three major purposes:

1. To offer college work on the freshman and sophomore levels which may be transferred to other institutions of higher learning.
2. To offer terminal vocational and general education courses for those who do not plan to continue their education.
3. To offer an adult education program to meet the needs of adults and out-of-school youth in Central Oregon.

The entire group felt that it was essential, if we were to save the college, to get warm bodies involved in something of an educational nature. ~~Pence~~<sup>I</sup> felt that the quickest way to get people in the building was to offer non-credit hobby or special interest classes. This might infringe upon the Bend Parks and Recreation Program; however, ~~Pence~~<sup>D I</sup> and Hamilton were good friends and lines of demarcation were established. The college put the word out that the school would offer any course if eleven people were interested and an instructor could be found. Soon courses like lapidary, mineralogy and similar special interest courses were developed. The mineralogy course was so well received that two sections had to be developed.

~~Pence's~~ previous relations in music with the Bend Bulletin through Henry Fowler, Assistant Editor, Phillip Brogan and Ila Grant Hopper were utilized to the fullest. The college was in the news and the sky was the limit as far as offerings were concerned. The GED still played its traditional role and made available any of the upper division courses where sufficient enrollment was forthcoming. The facilities of Radio Station KBND (the only station in Bend at that time) were used. Kessler Cannon, who taught speech at the college, was program director for KBND. The college enrollment as reported in the Bend Bulletin of Sept. 1952:

Enrollment in Central Oregon College for fall term may reach the 100 mark before the registration deadline Pence reported. Pence further stated that 60 students had enrolled the previous fall and only four were full time college students taking courses for transfer credit; whereas 13 have signed up for regular college programs this year.

The Bulletin story continues: when the community college opened in the fall of 1949, a total of 117 enrolled. Most of these were GI's that first year, there were 28 regular college students. In 1950-51 school year, 105 registered in the fall term and last year the total was down to 60. Increased interest in the school this year may bring the total up to the 1950-51 attendance.

A later Bulletin release stated that the fall term enrollment had reached 110 and the college hoped to exceed the all time high of 117 attained in 1949 when the evening program first opened. The final count for fall term was 114.

With this initial success the college further expanded the adult offerings winter term to include such classes as: Dairy Feeding, Poultry Diseases, Landscape Gardening, Show Card Writing and additional courses in business and vocational education. The winter term enrollment hit an all time high, exceeding the fall term by 51 students for a total of 165 of which 23 were full time. (There were 18 full time in the fall). Spring term the college increased its offerings to 30 college credit courses in both upper and lower division. (Enrollment figures never include the upper division enrollment since it is not under community college jurisdiction)

In the spring of 1953, ~~Pence~~<sup>I</sup> appeared before the Bend District Board and stated: "Growth of the community college in Bend this school year and possibilities for further expansion warrant the employment of a full time director". The Board took ~~his~~<sup>my</sup> recommendation under advisement subject to Budget Committee approval. Since ~~Pence's~~<sup>my</sup> recommendation involved approval by the Budget Committee, ~~he~~<sup>I</sup> went on to outline ~~his~~<sup>my</sup> plans for future development of the college. First ~~he~~<sup>I</sup> requested that ~~he~~<sup>my</sup> be relieved of ~~his~~<sup>my</sup> duties in music for the district and assume full-time directorship of Central Oregon Community College. ~~He~~<sup>I</sup> requested that a full-time professional secretary be employed to take care of the detail work so ~~he~~<sup>I</sup> could devote ~~his~~<sup>my</sup> full time to promotion and coordination work for the College. These further recommendations would add additional expense for the Budget Committee to consider. ~~Pence~~<sup>I</sup> was asked to be prepared to discuss ~~his~~<sup>my</sup> plans with the Budget Committee should they like additional information. Mr. Henry Fowler, the Bend Bulletin representative who covered the board meetings, said he would like to be quoted as saying: "Mr. Pence had done a 'terrific' job with his work in promoting the Central Oregon Community College, and he felt he had done a service to the entire community". When the Budget Committee considered the College part of the budget, it "voted to approve a \$10,000 increase from the current costs of carrying on the community college activity in Bend". The Bulletin story continues:

The committed action which will double the districts outlay for adult education will mean that Don P. Pence now doubling as Director of the college work and as Supervisor of Music in grades and high school, will be relieved of his music assignment in order to be able to devote full time to community college promotion.

The program approved by the budget committee was recommended by Pence to the school board in a special report submitted early this year. The vote on it last night was unanimous.

The state system took note of the college activities and on May 13, 1952 the District Board minutes show the following:

Gregg made a motion, seconded by Grahlman, approving the contract with the State Department of Higher Education for Central Oregon Community College for the 1953-54 school year. Motion passed. Mr. Jewell informed the board that both Mr. Pike and Mr. Pence, in recognition of their previous services, had both been elevated to the rank of Assistant Professors.

With the acceptance of the increased budget by the Bend Budget Committee and subsequent acceptance of <sup>my</sup>~~Pence's~~ resignation from <sup>my</sup>~~his~~ music duties, the Board started looking for a new music director. Norman K. Whitney was appointed to the position. Richard Schultz, college English instructor resigned and Robert Tuttle was appointed to the English position. Aryan Roest and Albert Pike were re-appointed to their positions.. Twelve local business and professional persons who had taught part time in the liberal arts program made themselves available for the fall term. <sup>I</sup>~~Pence~~ began to increase <sup>my</sup>~~his~~ efforts in the outlying areas of the Deschutes, Crook, and Jefferson Counties. The aim of the effort was to convince these citizens that COCC was their college and not for Bend alone.

The college entered into a cooperative arrangement with <sup>thx</sup>Portland University's ~~Panorama~~ Playhouse dramatic group under Paul Oulette to come to Bend as theatre in residence for a <sup>I</sup>~~summer~~ season of drama. The group was both a school and an acting group. ~~Pence~~ served as business manager and promoter for the Panorama Playhouse in the summer of 1953. The season was successful professionally and broke even financially. ~~Pence~~ felt that the drama school connection would help the college's image.

<sup>I</sup>~~Pence~~ began working with Dr. Stephen E. Epler, Director of the Portland Extension Center to develop a model community college bill to be introduced into a future Oregon Legislative Session. <sup>Working</sup>~~Pence, who had~~ no previous background in junior college history and development, <sup>I</sup>~~Pence~~ began a serious study of the subject. The community college idea was a new concept nationally.



Most states that were old in junior college experience such as California and Washington had developed as extensions of the secondary system. This concept had been developed and promoted by Dr. Walter Eells and Dr. Leonard Koos, two very prolific writers on the subject in the early 20th century.

*Para* The 1949 Legislative Assembly had employed Dr. Koos to do a study of Oregon's post high school education and make recommendations to the 1951 session. The result was the passage in the 1951 session of the "Koos Bill". Koos being a believer in the extended secondary type of junior college recommended this format for Oregon. The bill was never used by any district. Part of the reason was that it provided no state support. The concept of a separate district for post high school education offering not only junior college programs but a comprehensive program including vocational-technical and adult general education for credit plus non-credit special interest courses on demand, was foreign to the thinking of many educators.

~~Pence~~ had determined in 1952 to pursue an academic program at Oregon State University in the area of higher education hoping to learn all he could about this new type institution called a "community college". One of ~~his~~ first papers was one entitled "A Critical Study and Analysis of the Central Oregon Community College at Bend Oregon." ~~Pence~~ made the following recommendations in this paper written in July of 1952:

I would recommend, in the light of my study here and the general trend of educational concepts and recent legislation relative to community colleges across the nation, that this college be kept in operation and that those in charge be increasingly cognizant of the modern concept of the functions of a community college. It is my prediction that this school is but the forerunner of a series of successful community colleges in Oregon. I am sure that Oregon young people are as worthy of higher education as those in any other state.

It may be difficult for educators as well as students of to-day to envision the tremendous difficulties faced by the college in those early years. Opposition came not only from outside forces but also from internal disagreements. Dorothy Kellogg, who was the first full time secretary to work for the college, beginning in the fall of 1953 states in her book "THE TORCH OF THE CASCADES" the following:

The college office was in the high school building which was later to become the junior high school. In one room approximately 14 x 16, the entire college operation took place outside of actual classroom instruction. It was the director's office and that of his secretary office space for three instructors between classes, the mail room and

the bookstore. All this was even shared with the high school's distributive education instructor who had a desk against one wall and a table for his typewriter.

In looking back those days seem to have been the happiest days in spite of the lack of space and other frustrations. All social affairs included, and were for, the students.

The first big social affair in the fall of 1953 was a spaghetti dinner with a dance following. The food was prepared and served by the wives of the small faculty. Cards or dancing followed, according to the preference of those attending. Students and faculty both thought the evening was a satisfying experience.

There were many such social affairs over those first years. As the school grew in later years, students and faculty drifted apart, holding their separate social functions. This was to be expected.

Even in that first year, there were grumblings and expressions of discontent. The assistant director, Albert Pike, had been with the school prior to Mr. Pence's appointment. He was disappointed that he was not chosen director of the school. He criticized the ways in which Mr. Pence tried to build the school and tried to undermine him with the other instructors.

There were long discussions between Mr. Pence and Mr. Pike. Mr. Pence had ideas that he wanted to put through to help build the student body and to give them ways to finance their activities. The assistant director either sincerely didn't agree with those ideas, or else he wanted to be difficult. In any case, he opposed nearly everything that Mr. Pence tried to do. Needless to say, Mr. Pence's ideas were carried out regardless of the assistant director's objections.

In the fall of 1953 a young woman from the Bear Creek country East of Bend enrolled in the college. She was a very brilliant girl and had spent most of her earlier years in private academies. June Scott was destined to make a great contribution to the development of the college. June's initial interest was nuclear physics but she soon became interested in journalism and worked with her English instructor Mr. Robert Tuttle to create the first college newspaper. The students, in a naming contest, named the newspaper "The Broadside" after a one-side news sheet from colonial times, and this has been its name ever since. The first edition came out Oct. 15, 1953 and was named Nov. 2, 1953. Before the year was out the paper had grown to four pages and was printed outside the college. With a means of getting information out to students the pressure was on to form a student government. The second edition of the paper carried this statement under the heading of "Student Council":

"Oregon's newest college is probably the only one in the state that does not have an organization representing the student body, Don P. Pence, director of the college pointed out early this week. Students and faculty have recognized the need for a student government organization here. etc."



Just as June Scott had arisen to the challenge of promoting and developing a school newspaper, another student Fred Stenkamp rose out of the ranks to push for student government. Fred was a Korean veteran and university drop out who was pulling lumber on the green chain at Lundgren's saw mill in Bend and going to the college part time. Fred became interested and eventually after shepherding a new constitution through for the student body became the first student body president. Fred was to be an honor <sup>Student</sup> ~~man~~ <sup>in a</sup> Fulbright Scholar, a Ph.D. from U.C-Berkley and from Rhenish Fredrick William University in Germany. Currently Dr. Fred Stenkamp, Professor of History, University of Michigan. June Scott completed a degree in journalism, with honors, at the University of Oregon and has served in many important positions as writer and editor of various papers. The constitution was ratified in February of 1954 and Stenkamp elected President in March of 1954. Central Oregon Community College was beginning to look and act like a real community college at least in certain aspects of its development.

Curriculum wise ~~Pence~~ <sup>Fence</sup> had been working with Dr. James Stewart of the Tri-County Health Department and the St. Charles Hospital administration to get a practical nurse program started. Near the end of 1953, Mrs. Helenmarr Hammer, (Wimp) R.N., was chosen to head the program. The first class was started in January, 1954, with sixteen women from the Central Oregon area. The hospital administrators predicted that we would flood the market in a couple of years and have to close the program. Thirty <sup>five</sup> years later it is still going strong plus an R.N. program which has been added.

The directors of adult vocational and general adult education in the leading cities of Oregon began to look at the Bend concept and gradually closed ranks behind this new type institution.

The school superintendents were in the main opposed to the concept because it posed a threat to their autonomy and control of local education. It would mean a sharing of local tax resources with a competing system. Some were very vocal and fought the separate district idea to the end. To name just a couple -- Supt. Marion Winslow of Coos Bay and the Superintendent of the Salem Schools. Superintendent Jewell of Bend also favored the extended secondary concept but did believe in the comprehensive curriculum of the community college and its value to the community. He and ~~Don~~ <sup>I</sup> ~~Pence~~ had many good discussions on the pros and cons of the new

philosophy. Supt. Jewell, in spite of his philosophical belief, graciously allowed ~~these~~<sup>2008</sup> free reign to pursue the other alternative. The separate district concept envisioned the inclusion of more than one public school district within its boundaries. Each community college should serve a normal trade area regardless of school district or county lines. The local directors of vocational-technical &/or adult education began to communicate with each other and with their local political figures or other interested parties toward the eventual development of comprehensive community college districts.

### CHAPTER III

#### A SEARCH FOR IDENTITY

1953 -54

~~Pence~~ states that: "Opposition to the community college concept not only came from the school superintendents but also from university oriented college faculty, sophisticated attitudes of some students coming out of the high schools, some high school teachers and counselors and both public and private universities and four year colleges. The secondary administrators and university administrators looked upon this new movement as an infringement upon their territory both in students and in finance and control. Universities have always looked at any course taken "off campus" as something less than top grade. They put us in a category below their own extension programs for we were not only off campus but with a faculty they could not control. The art and music schools at the university were the worst of the lot in down grading our students. It isn't easy to squeeze three institutional types in a system that was made for two. It took some time to make the adjustment. You have to swallow your pride, hold your tongue, and have patience when dealing with the unenlightened on the merits of the modern community college."

Dr. Stephen E. Epler, Director of Portland Extension Center and ~~Don Pence~~ <sup>F</sup> of ~~Central~~ began to study model state plans looking toward a change in status for both institutions. Epler invited ~~Pence~~ <sup>me</sup> to go with him to the annual meeting of the Northwest Association of Jr. Colleges, held in Seattle that year. This gave ~~Pence~~ <sup>me</sup>, the new kid on the block, an opportunity to meet his colleagues and also Dr. Jesse Bogue, long time Executive Secretary of the American Association of Junior Colleges. Thereafter ~~Pence~~ <sup>I</sup> was always in attendance each year at both the Northwest and the national meeting of the American Association of Junior Colleges. ~~Pence~~ <sup>F</sup> soon discovered that the junior colleges were quite varied in their organization in the different states. Extended secondary in Washington, independent in Idaho, state operated in Utah, independent in Wyoming, extended secondary in Montana, Province operated in British Columbia and state operated in Hawaii as part of the University of Hawaii system.

~~Pence, who~~<sup>I</sup> had been working on a doctorate in music at the University of Oregon, switched to Oregon State to pursue a doctorate in higher education. Oregon State University was the only school with graduate work in higher education located in Oregon and their program consisted of three courses - "The American College and University", "The College Student". and "The College Teacher". The Oregon State University library was equally sparse with about a half dozen books on the junior college and most of those by Dr. Walter Crosby Eells and Dr. Leonard V. Koos plus one on the 6-4-4 plan by Saxon and Harbison. This was a report on an experiment in Pasadena, California with putting the last two years of high school and the first two college years into one unified system. The great deluge of material that later developed on the community college was yet to be written. ~~Pence states that~~<sup>but</sup> the new movement was plowing in virgin soil.

~~Pence~~<sup>I</sup> in his efforts to promote and publicize the new college started using the term "tertiary education" for that institution a step beyond secondary education. ~~He~~<sup>I</sup> prepared and delivered a paper on the subject locally and at state conferences. Although the term didn't catch on a number of school administrators started calling ~~him~~<sup>Mr.</sup> Mr. Tertiary. School administrators soon discovered that this new concept would not quietly go away. It had to be dealt with and it was gaining ground particularly as individual citizens in various communities took up the cause.

On the subject of individual citizens coming to the surface in the various communities, a few names are appropriate at this point. In Bend a young man just out of military service and looking for something to do started dating a very attractive young lady employed in the special education department of the Bend School System. Connie Crosby was the young ladies name. She has a very beautiful voice and was known to ~~Pence~~<sup>Ms</sup> through music circles. The young man, William Miller, and his lady friend enrolled in a few courses at the college about the time ~~Pence~~<sup>I</sup> was beginning to promote its development. William "Bill" Miller became quite interested in the project and became ~~quite~~ a student of community colleges history and philosophy. Miller developed a considerable library on community colleges. He became the local citizen representative for Bend as the movement took form state wide and travelled with ~~Pence~~<sup>Mr</sup> to many state meetings where ~~they~~<sup>we</sup> met with others of similar mind. Richard Gertula of Brownsmead in Clatsop,



County, a local dairyman, appeared to represent that area; a dentist, Dr. John Easley of Ontario became spokesman for the eastern section along with Joe Saito a truck gardner from Ontario; Dr. E.G. Palmrose, a physician of Astoria, spoke for Astoria. A Mr. Peterson of Coos Bay indicated an interest in such a school in his area. Mr. Peterson was later replaced by Mr. Henry Hansen, Chairman of the Education Committee of the local Long Shoreman's Union. Other areas ~~such as Portland, Salem, Eugene, Roseburg,~~ were represented by the local school district's director of vocational &/or adult education. <sup>George Hendrick of Portland, Paul Winthrop of Salem, Bill Cox of Eugene</sup> Originally some came to defend the status quo but most of them to learn more about this new concept in post high school education. National speakers were called in to address the meetings including Dr. Edmund Gleazer, the newly appointed Executive Secretary of the American Association of Junior Colleges. The reader should keep in mind that these early meetings were held without the enthusiastic approval of the local school superintendents in many cases, and the universities were throwing up road blocks at every opportunity.

<sup>A little research brought to light</sup> Pence states that in the beginning of 1949 there had been formed a local citizens group to promote the college -- Central Oregon Community Citizens Committee -- consisting of Mr. Henry Fowler, Mrs. Irma Wilson, Mrs. Mable Dunlap, Mr. Web Loy, Mr. Pat Metke, and Mr. Mike Salo. This citizens committee preceeded the formation of the Central Oregon College Foundation which took place in June of 1955 along lines similar to the Central Oregon Hospital Foundation. This foundation has continued to this day to serve the function for which it was incorporated, namely, the administering of funds provided through private philanthropy which during the early years at least consisted primarily of scholarships and loan funds. The foundations served a local function. The state development was a parallel movement. The incorporators of the COCC Foundation were Webster M. Loy Sr., William E. Miller, business man, Kenneth Sawyer, banker and Alva Goodrich, legal advisor. Web Loy, Secretary of the Bend Eagles fraternal order, opened the account with a \$50.00 bill. Early contributors were H.A. Miller, (father of William Miller) with a \$4,000.00 check to be used for scholarships. John Wetle and Carl Erikson set up scholarships. The Eagles Lodge of Bend put up \$500.00 for a student loan fund.

Harry Jacoby  
Princ. Pal  
Richard Bass  
Voc Ed. Dir  
from Roseburg

## CHAPTER IV

## A DEVELOPING CONCEPT

1954 - 55

Great plans were being made for the fall of 1954. Two full time faculty were added, Leo Goetz in Secretarial Science and Business Education and Robert Maxwell in Automotive Technology, bringing the total faculty up to six full time. Plans were under way to bring our first foreign student to COCC - Han Sang Keun of Korea. A student group appeared before high school assemblies with a program setting forth new activities for the coming year. A story in the Bend Bulletin stated further:

The college students even provided a dance band as part of their entertainment program, with Dick Myrick, playing the saxophone, in charge. Franklin Wong played the string bass, and Virginia Lincoln was pianist.

Bob Eberhard of Redmond, one of the COCC students, presided as master of ceremonies, and also entertained with a reading. Fred Stenkamp, President of the COCC student body, had a part and touched on the athletic program planned for the Mid-Oregon college in the year ahead.

June Scott, another of the students, reviewed the general college program, including social activities.

This was the first time the college students appeared before Bend High School students in a program. Faculty members were present.

(Editors note: - Robert Eberhard was second student body president following Stenkamp. Eberhard is currently -1985- a member of the COCC Governing Board)

The spring of 1954 saw the birth of another time honored college activity- the college annual. Students called the first production the "Eye". Step by step the college was taking on the attributes of a normal institution of higher learning.

The rift between ~~Pence~~<sup>and</sup> Pike came to a conclusion with the resignation of Albert Pike in the spring of 1955 and two other instructors followed suit. The State Legislature opened in January of 1955 and ~~Pence~~<sup>I</sup> spent considerable time working on legislation and lobbying the community college bill that Deschutes County Representative Harvey DeArmond and Senator William Grenfeld<sup>I</sup> introduced. ~~Pence~~<sup>me</sup> recalls that ~~his~~<sup>my</sup> first introduction to then State Senator Mark Hatfield came when Rep. DeArmond invited a few members of the House and Senate to hear a presentation by ~~Pence~~<sup>me</sup> on the merits

of the bill. Hatfield was there and he and Pence had a long argument over whether community colleges should exist at all. Senator Hatfield opposed the introduction of the bill and said "Perhaps it is time to re-examine our higher education aims." He said, "We recognize problems of the would-be college students in areas remote from the present institutions, but added, "That if higher education is looked upon as merely something to keep young people off the streets, then it is too expensive". Hatfield expressed the opinion that education handed to a student on a platter frequently is not appreciated and said: "it may be cheaper to bring students to the campus than try to bring a campus to every student". Pence added: ~~that~~ Mark Hatfield's regular job aside from the legislature was as Dean of Men at Willamette University. Hatfield after years of kind nurture and feeding on community college philosophy did become a latter day convert to the concept.

~~Pence said~~ It was also interesting that Representative William Grenfell came to the same meeting called by DeArmond with a copy of a bill very similar to the one Pence presented. Grenfell had been President of the Student Body at Portland State Extension Center and Dr. Stephen E. Epler, with whom Pence worked in developing his bill, had given a copy to Grenfell to take to Salem. The Oregon Journal of January 23, 1955 took note of the meeting. A few quotes from this issue follow:

A problem that is causing concern to educators and some lawmakers at the current session of the legislature is that of the community or junior college.

At the 1953 session Portland State College was one of the "hot potatoes". This year approval of four-year degree granting status seems pretty well assured and the lawmakers thought their troubles were over for a while.

The problem was pointed up this week with a visit to the legislature of Donald Pence, director of the Central Oregon Community college and Robert Chandler, publisher of the Bend Bulletin.

They explained their problem at an informal meeting called by Rep. Harvey DeArmond (R-Bend) and attended by Senators Harry Boivin (D-Klamath Falls), Mark Hatfield (R-Salem), Rep. William Grenfell Jr. (D-Portland) and Walter Pearson (D-Portland).

Robert Chandler was very helpful in this legislative session and editorialized favorably on support for community colleges. The Oregon Journal carried a report on an appearance that Chandler made before the State Board of Higher Education:



Chandler said some steps have been taken at the legislature to have the state finance all junior and community colleges, but he said he is in favor of a plan which would have the state pay only half of their costs. He said the various school districts served by the college should pay the remaining expenses, provided the present state law can be amended to accomplish this.

The bill was to provide \$1,000.00 per year plus \$100.00 per student for each full time (12 hr.) jr. college student per year with the total not to exceed one half the total cost of education after tuition payments have been credited. The bill passed the House of Representatives easily and in so doing scared the daylights out of the lobbyists from the State System of Higher Education. Travis Cross, the Board of Regents lobbyist, was frightened that he would loose his job and could not understand how Pence <sup>Travis Cross</sup> and his group had been able to accomplish it. He and Chancellor Byrne went to work and involved Governor Patterson in pressuring the chairman of the Senate Education Committee (John Merrifield) to block the bill at that level. Several school superintendents were also involved in blocking the passage of the bill. As a follow up, an interim study committee was appointed by Governor Patterson which was made up of school superintendents and higher education system personnel. ~~Pence stated that at this point~~ those promoting the new movement at least knew where the opposition was coming from and had the choice of either giving up or sharpening up their techniques. The established order had been threatened and the only way around it was to organize grass roots groups in each of the interested communities and try to convert some of the legislators; particularly the strong ones to your point of view. Senator Monroe Sweetland was appointed Chairman of the Senate Education Committee in the 1957 session. Sweetland was sympathetic (after some initial ground work by proponents of the movements) but Senator Don Husband from Eugene and a member of the education committee was very defensive. He was afraid that a community college might develop in Eugene and would be to the detriment of the University of Oregon. Senator Husband, who was a very strong senator, became the supreme challenge to convert and over a period of time this was accomplished, but this is getting ahead of my story. Dr. Harry Newburn was President of the University of Oregon and he was very much opposed to any community college development in Oregon.

*I would at this juncture like to*

Pence related an interesting aftermath to the Newburn opposition as follows: Years later when Pence and Newburn were both in Arizona where Newburn was teaching community college education courses at Arizona State University at Tempe and Pence was President of Central Arizona College, a community college a few miles south of Tempe, Newburn would invite <sup>me</sup> him to come up and lecture to his classes on the development of and procedure for forming a community college system. Pence states that he never embarrassed Harry Newburn by telling the students of <sup>our</sup> their former adversarial relationship in Oregon.

Much credit for this lobbying success in the Oregon House of Representatives must go to the late Alva Goodrich. Goodrich had been Representative from Deschutes County in the 1953 session preceeding Harvey DeArmond the 1955 Representative from Deschutes County. Pence states that Alva Goodrich explained to Bob Chandler and <sup>me</sup> ~~Pence~~ the fine art of successful and speedy lobbying. One evening Chandler and ~~Pence~~ along with Goodrich were taken to dinner by several important lobbyists. ~~Pence~~ could not understand why the lobbyists were being lobbied and at their own expense. Goodrich explained that they would pay the bill because they fear that he may be back in the legislature at some future date and they wanted to curry his favor. Furthermore, it takes less time to explain and convert a few lobbyists than it does to work on each representative separately. Goodrich explained that nearly every legislator was there because of the support from some particular special interest group. Legislators will listen to and take advise from their particular lobbyist. If a lobbyist takes on the assignment of helping you, then you can save yourself a lot of argument. Most of the lobbyists who dared to support your arguments would give you the <sup>a</sup> names of those who looked to them for advise and they would in turn agree to secure a favorable vote from their group. <sup>Tom Scanlon, Education lobbyist for the AFL-CIO</sup> ~~The~~ AFL-CIO <sup>was</sup> were very helpful in this manner. Cecil Posey, the lobbyist for the Oregon Educational Association, was caught <sup>t</sup> in the middle and because of pressure from certain superintendents played a rather neutral roll this first time around.

~~Pence states that~~ <sup>myself</sup> It was during the committee hearings on this bill that Bob Chandler made a statement that eventually led to a temporary parting of the ways between ~~Pence~~ and Chandler. Chandler, in answer to a statement from one of the legislators: "I suppose if we give this to you then you will be back for more next year" to which Chandler stated that: "Yes

"If you approve this then we will not come back time after time asking for more. Also we are asking for nothing for buildings." ~~Pence states that~~  
 This may not be an exact quote but contains the essence of the situation. As verification and clarification of Chandler's remarks a March 11, 1955 editorial appeared in the Bend Bulletin:

#### THE JUNIOR COLLEGE BILL

Several Bend residents earlier this week spent the greater part of two days in Salem, discussing the Central Oregon College problems with members of the state Legislature.

The discussion revolved around House Bill 396, introduced earlier in the session by Rep. Harvey H. DeArmond of Deschutes County. The bill would provide limited state financial support for the institution.

The Bend group made it clear to the ways and means subcommittee before it appeared in support of the measure, that it does not look upon this bill as an "opening wedge" to enable it to come back time after time with increased requests each time.

At the suggestion of members of the group the following safeguards have been written into the bill:

1. Students shall continue to pay their share of the costs.
2. Local districts shall continue to pay for their share of the cost.
3. The state's contributions shall be limited by law to one half the operating expenses of the junior college -- after student fees are credited against the budget--but in no case may the state contribute more than \$100.00 per student per year.
4. The state's contribution may not be used for the construction of failities. These must be financed entirely by the local community.

With these safeguards we think the bill is a good one, good for the college, the district and the state. And these safeguards should be kept in the bill, now and in the future.

The reader should quickly discern from this editorial that Chandler and ~~Pence~~ were on divergent paths particularly in the area of college finance. Since H.B. 396 called for the State Board of Higher Education to put up the money for the jr. colleges the following excerpt from a Bulletin editorial tells of the bills untimely demise.

#### THE HEAT IS ON

The State Board of Higher Education, obviously caught by surprise by the passage in the House ---40 to 18 -- of H.B. 396 to provide limited financial aid to those junior colleges coming under the board's supervision, is turning on the heat to keep from passing in the Oregon State Senate.

Pressure is also being brought on the Governor to veto the bill should it pass the Senate.

In its campaign the board is spreading misstatements about the bill, misstatements about the status of junior colleges in Oregon, and is retreating from a position taken by its legislative representative.



Pressure particularly is being brought to bear in those areas where an institution under the board is located.

The situation is a complicated one, to say the least and some explanation of certain phases of it undoubtedly is in order.

Chandler goes on in the editorial to explain the facts and straighten out some of the misstatements made by the State Higher Board. ~~Pence says~~ They were actually psychotic over the fear of a junior college system. The Oregon Journal of April 12, 1955 reported the following from a meeting of the State Higher Board: "House bill 396 which would throw a financial life-line to the community college program in Bend was designated 'premature and unwise.'" Chandler wrote a fine rebuttal editorial April 25, 1955 to all the misstatements made by representatives of the the higher institutions including private colleges and universities.

Although the Bend group failed in their efforts to pass appropriate legislation in 1955, the stage had been set for further action. Many people through out the state were aware of the movement and interested individuals, including legislators, began to attend grass roots meetings in the various communities. The Oregon State Division of Vocational Education began to involve their officials. Dr. William Loomis, State Director of Trade and Industry started playing a major supporting roll. Local Directors of vocational and adult education began to involve themselves in the movement. Outstanding in this latter group was Paul Wilmeth of Salem, Richard Boss of Roseburg and later Astoria. Leon Minear, then Principal of Benson Polytech in Portland offered his services. This group along with interested local citizens previously mentioned began to make up a nucleus from which to build strength at the state level.

In June of 1955 COCC presented its first graduating class. There were five graduates in the liberal arts division and the exercises consisted primarily of presenting "Certificates of Completion." The Division of Vocational Education presented 32 certificates. The ceremonies were held in the Allen School auditorium. Mr. Robert Chandler delivered the address, "Central Oregon College -- Its Present and Its Future."

The first "JUNE CONVOCATION" program ends with the following:

#### HIGHLIGHTS OF 1954-55

April 14, 1954 - First Printed Issue of the "BROADSIDE"  
 May 7, 1954 - First Annual Program for "CENTRAL OREGON HIGH SCHOOLS"  
 Dec. 10, 1954 - First appearance of "SINGING NITE HAWKS"  
 Dec. 11, 1954 - First Basketball Game "NITE HAWKS"

Jan. 13, 1955 - First Graduation Exercise "SCHOOL OF PRACTICAL NURSING"  
 May 24, 1955 - First School Annual Comes Out "EYE"  
 June 2, 1955 - Incorporation of "CENTRAL OREGON COLLEGE FOUNDATION"  
 June 4, 1955 - First Athletic Banquet "LETTERS PRESENTED"  
 June 4, 1955 - First Certificate-Award Assembly "JUNE CONVOCATION"

(MB 396)

~~Pence remarked that~~ the first bill was probably doomed anyway because of the then President of the Senate -- Harry Boivin of Klamath Falls. As previously stated, Boivin's real interest lay in seeing Winston Purvine's Oregon Technical Institute become a state supported school. Boivin said to ~~Pence~~ <sup>me</sup> (and these may not be his exact words) "Why don't you just leave this jr. college bill alone until I get OTI taken care of and then I'll help you."

When ~~Pence~~ prepared a much more comprehensive and expensive bill to take to the 1957 legislative session Chandler told ~~me~~ <sup>me</sup> to stay home because he had made a commitment to which ~~Pence~~ answered "yes I heard you say it, but I did not say it and I intend to go back until we get some kind of decent community college legislation." ~~Pence~~ later returned to the 1957 session without Chandler's blessing, on all points <sup>in our</sup> of proposed legislation.

As stated by Goodrich and other lobbyists; not all legislators are under the thumb of a particular special interest group or dependent on lobbyists for most of their information. There are always strong independent legislators to deal with and ~~Pence~~ <sup>me</sup> recalls that one of these was Rep. Stafford Hansell, hog farmer from Umatilla. Hansell did his own home work and you had better be prepared when you approached him. In the final solution several sessions later it was legislators like Hansell, Husband and Sweetland along with lobbyists like Tom Scanlon of AFL-CIO and Henry Hansen of the Long Shoreman Union working with our Central Oregon Delegation that finally put it over.

The best way to describe what happened during the mid-fifties is to include at this point excerpts from a speech delivered by Stafford Hansell 20 years later when he was Director of the Executive Department, State of Oregon, on the occasion of the Clackamas Community College's Phase I dedication dinner, March 14, 1975.



Mr. Hansell's remarks follow:

*in part*  
 I would like to take a little bit of a look back, and I can look back further than what has been presented so far. I was on the Interim Committee from 1957 to 1959 that was charged by Speaker Pat Dooley, who is now a Circuit Court Judge in Multnomah County, with developing a community college program. I wasn't really on there because I had any expertise in community colleges, or even because I'd been on the Education Committee, but mainly because I felt that some of the O & C money should go into the basic school appropriations, and Speaker Dooley felt the same way I did, so he put me on the committee to kind of watch it. Also on the committee was Bob Duncan, now a Congressman in Washington, D.C., Jean Lewis, who is now a Multnomah County Circuit Court Judge, as well as other members who have had distinguished careers in the State. We had three main assignments; one on basic school, the one on community colleges, and another one which took equally as much time -- what should we do with OTI? OTI, at that time, was on top of the hill in Klamath Falls -- very expensive in an old Marine Installation and costing the State nothing but money. We recommended to move it down into its present location, and that it be funded adequately, which it was; that it would be placed under the State Board of Higher Education since it had no Board of its own, and this has worked out. But the main part of our assignment was, of course, community colleges, and the one I really want to talk about this evening.

*in part*  
 At that time, the only school operating on the community college level in Oregon was at Bend. There was a fellow named Don Pence who used to just bug us legislators. He'd come in and he'd talk community colleges until you were tired of talking about community colleges. But he did have one effect. He did get an interim committee established to study it, and we went over to Bend to look at the institution. They were operating a community college in the high school after hours and running until midnight. And to see the people come there; to look at their dedication - the same kind of dedication and hard work that we're getting in our community colleges today.

I think sold the entire group of legislators that was studying this problem. We worked under the leadership of Senator Husbands, a lawyer from Eugene, and we developed a comprehensive community college law. A good share of it is still in operation. I think this was the forerunner of our entire community college program. I can remember in 1959 legislature when I carried the community college bill, and I made some kind of a tremendous forecast. I said, "Now you don't want to think that this is just going to cost the few hundred thousand that it is in this biennium. We may even get up to a cost of \$25 million a year." Well, you only have to look at our \$75 million budget this biennium to realize that we've passed that as far as community colleges are concerned. Beyond the wildest dream of anybody at that time, the community college program has caught on in Oregon. And I think that is what has gone on here this evening. When you multiply that by all the other community college districts over the state, most of them have gone through almost the same kinds of problems you have in getting a program. I think you can see that the program is a wise one, because it does have community interest and community effort. And this is something that the institutions of higher education have not had. I've been involved in the dedication of a number of buildings in higher education, and I have yet to see over two or three dozen people come to a dedication at a building of higher education. To see this kind of an assembly -- this kind of a party you've had here this week for this kind of an institution, is certainly an inspiration as far as I'm concerned.

I'd like to take a little bit of a look ahead, then, if I might. We've talked about some of the things that are in store for the community colleges, whatever direction this might be, but I think that the community college, because it is versatile; because it covers its mistakes fast and buries them if they are mistakes, and doesn't keep them on for a hundred years. It's willing to go in different directions; it's willing to take chances; it's willing to do the things the community wants it to do, whether, as my community college has done - develop people to run pea-viners, or whether it is to develop people to take care of the circle sprinklers we have in our area, they will develop any kind of a program if you can get enough people to come to it and make it practical. And this they have done in a number of different cases in our area. And I'm sure in listening here this evening, this is the same kind of an operation that your community college is willing to be involved in.

During the spring of 1955 great movements were ~~xxfxxx~~ taking place at Portland ~~State~~ Extension Center. Dr. Stephen E. Epler had been director of the day class activities ~~xxfxxx~~ since the school started in 1946 working under Dr. J.F. Cramer, Dean of General Extension Services. ~~Pence~~ recalls that during a trip ~~to~~<sup>7 9</sup> and Epler made to Seattle for the meeting of the NW Assoc. of Jr. Colleges that Epler in a news interview had referred to his school as Portland State College. When we returned from Seattle the legislature was upset and the opponents of this upgrading of the Portland Center were furious. The two universities ~~resented~~<sup>s</sup> any upgrading of the Portland Center. Thanks to ~~the~~ political maneuvering on the part of the Portland delegation to the legislature a bill was finally passed making the big sister of Cent. Ore. <sup>community</sup> College into a four year degree granting institution. Steve Epler had long coveted ~~the position~~ becoming President of the new Portland State College. Dean Cramer had been in poor health for several years since a stroke he suffered in Bend in 1952 and most of us assumed that Steve <sup>Epler</sup> would be tapped for the top position. ~~Pence~~ reports ~~that~~ It was a very sad Steve Epler who stopped at <sup>my</sup> house on the way to California to secure a junior college position while Cramer stepped up to President of the new four year college. Epler became one of the outstanding leaders in the California <sup>Jr. College</sup> movement, and in the nation, until his eventual retirement. Dr. Phillip Hoffman succeeded "Jack" Cramer <sup>35</sup> as Dean of the Gen. Extension Division. ~~Mr.~~<sup>Dr.</sup> Howard Impecoven was registrar for the General Extension Division and as such was registrar for COC<sup>y</sup> and Portland State Extension Center (later to become Portland State College and more recently Portland State University).

Note: (1989-90)  
Recent stories about doing away with Portland State U. &  
turning the operation over to the U of O OSU. being back period  
memories of how it got there are the first place)



## CHAPTER V

A NEW HOME  
1955 -56

The 1955-56 school year was the last year the college operated in the old high school building (now the district administrative offices). Fall enrollment reached a record high of 310 students. Of this total, 240 were taking academic transfer ~~classes~~ courses. Twelve part time instructors assisted the regular faculty. The regular faculty were primarily new people. With the resignation of Pike, Tuttle and Roest from the ~~previous~~ ~~years~~ from the previous ~~fa~~ faculty their positions were filled by ~~Dr.~~ Orde S. Pinckney, history; Louise Jennings, English; William Eastman, biology; and in addition <sup>Marcus Mitchell</sup> ~~Phil Ryan~~, physics & math and <sup>Dr. Lester McCreary</sup> ~~Lance Leary~~, <sup>psychology</sup> psychology. Carry over faculty were Helenmarr Hammer (Wimp), nursing; Lester Elletts, business and Robert Maxwell, automotive mechanics. This group joined the staff with high hopes for the future development of COCC. At this point the faculty itself began to organize and push ~~ax~~ for a more normal type college atmosphere. The faculty created an ad hoc advisory committee to present to the board and the public the college needs as seen through the eyes of the staff. The students also began to urge to have those elements in their environment that ~~are~~ <sup>are</sup> common to traditional colleges. These pressures on the college administration for the development of a campus and day programs ~~fa~~ ran directly into conflict with Mr. Chandler's concept that the college should remain an evening operation, primarily for part time students, ~~in the foreseeable future.~~ <sup>at least in the immediate future.</sup>

9 ~~Pence~~ was now caught on the horns of a dilemma and admittedly one that ~~is~~ <sup>he</sup> had been instrumental in creating. In the fall of 1955 ~~Pence~~ presented a report to the Bend District Board on the status of the college and made recommendations for its future development. Excerpts from that report would be most appropriate at this point:

out [ In 1952 a new approach was started right at the grass roots. A campaign was begun to enrich the curricula and thus to better help the College serve the immediate post-high school youth and to interest the parents of school age children in the possibilities of the College --socially, economically and culturally --to the Central Oregon community.



just

In one year we were, I believe, able to prove to the satisfaction of the community ~~that~~ that the development of a full-fledged junior college was possible within the framework of what is known as a community college and given time with continued support, would develop into a stable institution.

In 1953 I appeared before this board to present a five-year plan of approach to this problem. This plan was adopted on a tentative, year-by-year basis. The board has ~~me~~ met its part of the plan right to the letter. The administration has continued to work diligently ~~to make this plan a reality~~ to make this plan a reality. One particular miscalculation was soon apparent in that the enrollment figures had exceeded all expectations. We are now ~~where~~ where we were supposed to be in the year 1958-59. This rapid expansion has necessitated additional expense, however, up to date, it has been possible to meet these rising costs out of increased revenue from enrollment.

In 1953 I said at the end of this period we will again need to take appraisal of our operation and be guided by past experience and future indications. Just how long this program of expansion can go on under School District No. 1, without outside help, I do not know. I have tentatively estimated that a \$50,000.00 subsidy in the operational budget might be the maximum development under the present tax base. There are other possible solutions to this problem which might enter the picture before the 5 year period is finished to relieve this situation and diminish the cost or at least make it possible to not have to go beyond this point in operational budget subsidy in the foreseeable future.

I further stated that "I do believe that immediate steps should be taken to investigate the possibilities of either expanding our tax base locally (requiring some new legislation) or an attempt to gain State Aid."

Further down in the report ~~Pence~~ states that: ~~XXXX~~ "I made comparison with other states <sup>Post High School</sup> and operations and, in conclusion, I stated: "Beyond the 5th year we will need a day program requiring our own college buildings and campus, library and other capital outlay".

~~Pence~~ <sup>g</sup> reviews <sup>ed</sup> for the Bend District Board in <sup>my</sup> his report the results of the effort made by the Bend group at the 1955 legislative session.

We all know the work of Rep. DeArmond, Goodrich, Chandler, Jewell, McKay and others in the last legislature. To put it mildly, we scared the life out of a few people in high position and nearly succeeded in one session in doing what we anticipated would take three.

Our efforts were not fruitless, for a special committee was set up to study the junior college question. You have in your hands a copy of that complete report. Basically, it proposes to amend the junior college law (the results of the Koos study) by incorporating the Dunn bill (under which we have been operating) and certain other features. The recommendations found on page 22-23 of the report would establish junior colleges as an extension of the secondary school system, thus placing the college under the state board of education and, therefore, eligible for basis school support. The University parallel part of the program would be approved by the state board of higher education, and, during the initial years, closely supervised by the General Extension Division.

The reader will quickly gather from the nature of these recommendations that they came from the interim committee set up by the legislature after the defeat of the 1955 attempt. As previously stated the committee was made up of school superintendents and representatives of the system of higher education. None of those working on the proposed legislation in 1955 <sup>Bend Supt.</sup> except <sup>on the Committee,</sup> Mr. Jewell were included. This interim committee was not the one referred to by Rep. Stafford Hansell in his speech. Hansell's committee eventually was appointed later and did follow up on the ~~next~~ proposals being made by ~~the House~~ <sup>the House</sup> Bend group.

~~Penner~~ <sup>Q made</sup> in a later section of the report ~~makes~~ the following plea to the district board:

Good teachers will not remain long under such conditions nor will good college students who are paying out hard-earned money take this short changing for long.

Colleges are built more by spirit and group moral and close associations with things both sentimental and physical that become cherished memories. Fine buildings help but pride of possession must go with it. It takes a ~~real~~ heap o'livin' to make a home, even a college home with ivy replacing the traditional roses and "be it ever so humble, there's no place like home." It takes this kind of close association to build the academic esprit de corps that we want. X You can't build this intangible thing among middleaged adults taking assorted courses in an evening school. Had you been with us last Friday night and watched some 40 college young couples on a colorful, decorated dance floor at the Elks, you would have felt the spirit of this intangible thing we have been building. These young people represent many of the finest from our 3 Central Oregon counties. This beautiful, wholesome party put on 100% by students is a big step from the spaghetti dinner the faculty gave the students five years ago in an effort to spark such activities.

Let's not let this little flame die out for lack of nourishment. Let's make a permanent home and enshrine it therein.

About this time a local drug store owner Mr. Kenneth Cruickshank decided he didn't need his soda fountain any more and offered it to the college foundation if they would remove it from his premises. Faculty and students seeing a piece of fine equipment for their dreams for a student center agreed to remove it. Students of ~~of~~ Professor Orde Pinckney would appreciate visualizing the "Distinguished Profess~~r~~ of History" crawling under the floor of that old building on Wall Street among the spiders and cobwebs, pipe wrench in hand uncoupling water pipes. On one occasion he mistook a gas pipe for a water pipe and the fire department was called to clear the area. This is dedication beyond the normal call of duty. Millard Marsh, President of the Associated Students COC along with Louise Jennings, English Professor, and other students and faculty all pitched in and removed the fountain. It was a dirty job but it was all removed and stored under the football stadium located near where the Bob Thomas Motor Co. now stands. When the stadium was torn down the salvageable parts were sold. ~~Pence~~<sup>2</sup> drew up a set of tentative plans for a campus to be located across from the Sr. High School Auditorium (where present tennis courts are located). The College Foundation involved itself in these efforts and William Miller, representing the Foundation, went before the District No. 1 Board to get approval to ask the County for additional land they held across the street to the West of the High School. These plans are part of the District Board record. Mr. Miller's letter follows:

Accordingly, we would respectfully ask that you address a request to the County Court asking that this property be sold to the District with the restriction that it be used for school purposes. The details of purchasing the site for school purposes would, of course, be taken care of by us.

We thank you kindly for your consideration of this proposal.

Respectfully Yours

William E. Miller  
Cent. Ore. College Fnd.

A 1956 story in the Bend Bulletin pictures the proposed campus at the new Bend Senior High School location.

#### 5 ACRES OF SCHOOL PROPERTY SET ASIDE FOR C.O. COLLEGE

Five acres in the northwest corner of the new high school area were set aside for use of Central Oregon College by the Bend School Board at its meeting in the district offices at Wall & Kansas Monday night

Action was taken following a request by William E. Miller, President of Central Oregon College Foundation, and Don P. Pence director of the college.



Private financing for a \$40,000 beginning building program, which would permit the college operation on a day as well as night basis is hoped for Miller said as he displayed a tentative layout for grounds development. A combination library and student union building would be first undertaken, he said. Proximity to the new high school buildings would permit continued use of certain high school facilities.

In such use both he and Pence made plain, it was understood that high school needs would have priority.

Such a set up as is proposed--a liberal arts building, a science hall and a museum would come later--would take care of a maximum of 600 junior college students.

Approval of the allocation was given by unanimous passage of a motion made by Bert Hagen and seconded by Allen Young.

<sup>9</sup>  
~~Pence now states that the College can~~ be thankful that these plans did not materialize. It would be a bit crowded to-day on that very small area and the High School eventually needed the space for their own purposes.

<sup>7</sup>  
~~Pence states that he~~ became quite adept at drawing master plans for various sites that were considered over the years for college construction, including the area around Pilot Butte, the butte NW of Deschutes Junction, and others that were eventually considered. Several down town buildings in Bend were considered for development including the <sup>historic</sup> Pilot Butte Inn.



One of the great problems faced by the fledgeling institution was how to build a respectable library without an appropriate budget for the purchase of new books. The faculty and administration went to work on the problem. Requests were made for local citizens to donate books of any kind with the understanding that if the college could not use them then they could sell ~~xxx~~ them or trade them for more appropriate books. College and university librarians were contacted ~~xx~~ <sup>and</sup> ask to donate their excess books or books that they might otherwise discard. Orde Pinckney headed faculty trips to the San Francisco Bay area buying second-hand books and several trips were made by faculty members to Portland where second-hand books were purchased including ~~trading in~~ trading in books that had been donated by individuals but not of college grade. Over the years whenever Pence and Pinckney would attend regional or national conventions <sup>we</sup> ~~they~~ would haunt the second-hand book stores ship books back to the college.

Pence states that the credit for building the COCC library must go to Orde Pinckney who later became Dean of the Faculty. ~~Pinckney states that:~~

*these trips always presented one driving hazard. Due to the weight of books placed in my car trunk. Even our dinner lights pointed up toward the tree tops.*

*Orville Hansen of Redmond,*

Early in the winter term, a part-time librarian was employed to direct the rapidly expanding library.

*but* Dorothy Kellogg in her TORCH OF THE CASCADES gives a good description of the events of the 1955-56 school year:

(<sup>we</sup> During the summer ~~the move was made~~ to the spacious quarters set aside for the college operation in the new senior high school building. A suite of four rooms had been reserved for college personnel. This included a private office for <sup>the Director</sup> Mr. Pence, another smaller office which housed three faculty members, a main office with a counter for registering students, and a large work and conference room. It seemed more than adequate after the one small office in the now-to-be junior high school building. However, it was amazing how soon the seams started bulging. <sup>the Bend District allocated</sup> There ~~was also~~ a large classroom next door to the college offices <sup>for</sup> ~~where~~ the college library, ~~was housed.~~

*In spite of the new accommodations the growth pains brought on continued unrest & frustration.*

38  
100

*from students & faculty,*

Now were heard murmurings, soon to become clamors, for a "campus of our own." There was unavoidable friction between college instructors and high school personnel, which was understandable. Using the same classrooms and blackboards made it impossible for either school to set up lab experiments that took several days to complete, or to preserve material written on blackboards. Tempers became short and relations strained between instructors of both schools, and even between administrators, although an effort was made at all times to successfully live through this trying period.

In December, 1956, <sup>I again</sup> Mr. Pence went before the Bend School Board. <sup>He</sup> ~~he~~ <sup>explained to</sup> the Board that COCC was at the "crossroads." <sup>I</sup> He said the school had grown <sup>so</sup> rapidly that it could not remain much longer a minor adjunct of the local school system. <sup>I predicted</sup> He ~~said~~ that unless the school could advance it would die.

<sup>I</sup> He recommended that some sort of building program be started to house COCC in its own plant. If this was not feasible, <sup>I</sup> he suggested that a downtown building be rented to house the college until a building program could be put across.

The suggested building program was immediately opposed by the editor of the Bend Bulletin. [It was this recommendation that brought the director of COCC and Mr. Chandler to a parting of the ways, and over the years the rift became very wide indeed.]

At this time, Mr. Chandler was having a few problems of his own. He was being picketed by the Union and some of his employees left and started a competing weekly called the "Mid-Statesman." The Mid-Statesman came out in complete support of <sup>my recommendations</sup> Mr. Pence ~~and his plan~~ for the college, while Mr. Chandler fought them at every turn.

44

With the increased interest in student activities, one of the first intercollegiate sports to develop was basketball. The 1955-56 season set the stage for basketball to be a regular activity at the college. Some of those early cagers known as the "Nitehawks" are now prominent citizens in the area. Jim Crowell the first graduate to be employed by the college as ~~extra~~ an instructor (in journalism) several years later is now a very successful business man in the Bend area. The following tells of his prowess with the basketball:

Bulletin Sports section.

ONE-MAN EFFORT BY HAWKS JIM CROWELL FALLS SHORT

Monmouth---Time ran out on the Nitehawks Saturday as they dropped a 65-56 <sup>6"</sup> ~~sample~~ verdict to Oregon College of Education Frosh.

Central Oregon trailed by 18 points when guard Jim Crowell embarked on a one-man scoring spree. He scored four quick buckets mainly on steals and off the fast break as the invaders cut the margin to eight points/ up with five minutes to go. Then the game was halted so that the varsity game could get started on time. etc.

One of the annual events held by the team was the hosting of a banquet to which the fathers of the players were invited along with the coaches and others who had given special help during the season.

Public relations became a high priority and particular effort was made to change the attitude of those who had opposed the college bill in the 1955 legislative session. One of the first attempts to alter attitudes was to invite Senator John C.F. Merrifield from Multnomah county over to Bend to appear before a group of Bend citizens and defend his position. Merrifield had been chairman of the Senate education committee that buried the college bill. To make a ~~long~~ long evening short we quote one significant remark made by Sen. Merrifield: "I will support this college if I am returned to the senate." A lot of this type of thing would go on before we finally achieved our goal, ~~says Pence.~~



Senator Merrifield was not reelected. During this interim the representatives from the various communities began to firm up their organization to approach the 1957 session of the legislature. The legislature also set up an interim committee to study the feasibility of a system of jr-community colleges. The full time faculty was growing each year. The following faculty started off the fall term of 1955. Louise Jennings, English comp<sup>osition</sup> and literature; Dr. Lester McCrery, speech & Psych<sup>ology</sup>; Mrs. Helenmarr Hammer, nursing educ. (later Helenmarr Wimp); Wm. R. Eastman, Jr., biological sci., botany and geology; Marcus M. Mitchell, Physical science, mathematics; Leo G. Goetz, secretarial science, business admin.; Orde S. Pinckney, history & Political science; <sup>with myself</sup> ~~Ben D. Pence~~, Director and Dorothy Kellogg, office manager. This group of faculty and administration started the year off in high spirits. As the interim committee developed its study of the feasibility of a system of junior colleges in Oregon, <sup>g</sup> ~~Pence~~ made the following statement before the Bend Lions Club in a presentation that <sup>Supt.</sup> ~~he~~ and R.E. Jewell, <sup>to</sup> ~~Bend School Superintendent~~ presented: "What happens here will set the pattern for Oregon, <sup>g</sup> ~~Pence~~ declared". Jewell was a member of the interim <sup>committee</sup> set up by Chancellor Richards of the state higher ~~sys~~ system and Rex Putnam, State Supt. of Schools following the defeat of the first attempt in the 195<sup>5</sup> session. <sup>g</sup> ~~Pence~~ was not a part of this group made up of members of the State Bd<sup>ard</sup> of Higher Ed. and representative school superintendents. <sup>g</sup> ~~Pence~~ worked with the Directors <sup>Vocational</sup> of adult education from the various interested school systems, and local citizens in the interested communities <sup>along with</sup> and Wm. Loomis and Oscar Paulson of the State Div. of Voc. Educ. The first group <sup>continued to think</sup> ~~thought~~ in terms of the extended secondary type jr college <sup>while our unofficial</sup> ~~and Pence~~ group <sup>was</sup> ~~was~~ thinking in terms of the new concept developing nationally of a separate independent community college type institution. It was the work of the latter group that developed the next community college bill to present to the legislature.

While ~~Pence~~<sup>g</sup> worked on legislation the college faculty were developing academic programs as needed and also co-curricular programs. The basket ball ~~team~~<sup>continued to make</sup> ~~was making~~ a fine record. A team made up of Al. Christensen, Tom Ray, Millard Marsh, Gordy Slate, ~~and~~ Jim Crowell, Darrell Aschbacker, Bob Shumway, Jerry Bishop, ~~and~~<sup>xxx</sup> Jim Lawrence, Milt Sexton, Pat Kelly, Ron Bryant, Larry Kribs and Bud Moss, were making history. Headlines in the Bulletin ran thus: *g Kittens Jump to wide First Half Margin!!* Crowell Drops in 34 Points as "Hawks Dump Foe, 96-67" *g* etc. The organization of athletic, music, journalism, drama and social activities began to strain the available space. One Bulletin story stated that: "Central Oregon College with an enrollment increase of nearly 100 percent tops the list of junior colleges in growth, Don P. Pence, director, reported today. Pence was elected vice-president of the Northwest Association of Jr. Colleges at the recent meeting in Spokane. He attended the meeting with Dr. Lester L. McCreery, asst. prof. of speech and psychology". *During this trip g* Pence states that he and McCreery *g* visited the North ~~Idaho~~<sup>Idaho</sup> Jr. College because it was one of the two independent ~~communityz~~ community colleges in the northwest. The other was Boise J.C. *g* ~~later to become Boise State, a 4yr college~~ The Washington J.C.'s were extended secondary with separate state vocational schools and the Utah colleges were first under the LDS Church and then under the State.

*Sample of g*

~~Pence~~<sup>g</sup> went before the Bend Dist. Board and stated <sup>16</sup> "We are doing a lot with a little. We will need three or four additional instructors next year if the present trend continues". ~~xxxxxx~~ <sup>g</sup> Pence also ~~stated~~<sup>stated to</sup> the Board: "One immediate problem at COC is additional social activities for the students. ~~He asked the Board~~ <sup>g</sup> He noted that of the \$65.00 term fee at Oregon and Oregon State, \$17.<sup>00</sup> was allocated to student activity funds. ~~He~~ <sup>g</sup> asked the board if it would permit \$1.<sup>00</sup> per student to be placed in a similar fund at COC. ~~He~~ <sup>g</sup> also deplored the lack of a meeting place ~~for~~<sup>for</sup> COC students, *due to the* in view of present crowded conditions at the ~~junior~~<sup>jr-senior</sup> high school. Alva E

Goodrich, school board legal adviser, solved the second problem by leaving the room, walling across the street to the Bend Armory, and making arrangements for use of the armory by COC students on Thur. evenings without cost to the college",

to the Harlem Globetrotters,

The basketball team brought in "donkey basketball" to help raise money for the team. Programs were ~~at~~ taken out to local high schools to help popularize the college. Field trips were made by college classes to some of the local businesses and industries. Outstanding speakers were acting dean of ~~Enixx~~ Col. of L.A. - U. of O. invited to the school. Dr. Robert Clark was scheduled as convocation speaker at commencement. ~~Enixx~~ <sup>I along with</sup> ~~Pence~~ <sup>Order</sup> Pinckney and other faculty delivered commencement addresses at various high schools in the area. There was an ulterior motive in all this, ~~Pence~~ stated, ~~xxxx~~ That motive was to publicize the college to graduating seniors of the central Oregon area.

Other events were taking place state wide that also helped the movement in general. ~~Dr.~~ The solid front of opposition that had been presented by the Presidents of the public and private universities began to crack. A quote an editorial in from the Bend Bulletin testifies to the opening wedge in this regard.

The need for an adequate system of junior colleges in Oregon, ~~xxx~~ with some financial assistance from the state for their operation, was given a strong boost the other day.

President A. L. Strand of Oregon State college gave the boost, perhaps unwittingly, when he discussed the coming enrollment problem in in Oregon colleges.

He pointed out that institutions of higher learning in Oregon are crowded to near capacity already. He said projected building plans will not allow them to keep up with the tide of students which can be expected in the near future.

~~(Some of the colleges are not going to try to keep up. A Willamette official said over a year ago that Willamette had looked over the situation already. The school did not plan to increase its capacity or enrollment after its look, he said)~~

~~(Some of the colleges are not going to try to keep up. A Willamette official said over a year ago that Willamette had looked over the situation already. The school did not plan to increase its capacity or enrollment after its look, he said)~~

It was because of the coming crush that several Bend residents tried to get a bill for state support of junior colleges through the last legislature. The bill passed the house, It died in the senate.

Statements such as the above encouraged legislators of re-think their position on ~~ju~~-community colleges. There were other events that took place.

<sup>Paul D. Alfred Corbett to Senate Pres</sup> Gov. Patterson, who had collaborated with certain senators and the

State System of Higher Educ. to kill the bill, <sup>died unexpectedly in an airplane accident.</sup> was killed in an airplane accident.



referred to previously as

Dr. Harry Newburn, Pres. of the U. of O. ~~xxx~~ and a strong opponent of the jr. college movement, resigned from his presidency and left the state. Dr. John Richards, new chancellor, lent a sympathetic ear to gr. col. development. On the home front things were also taking place around the end of the

1955-56 school year. Orde Pinckney received his doctorate from Uni. of Calif.

and was subsequently named Dean of Faculty. Six ~~additional~~ <sup>new</sup> full time

*bringing the total to 11 full time faculty.*  
instructors were employed. <sup>& replacements</sup> Phillip J. Ryan, engineering; R. Vance Peavy,

psychology & speech; Dallas D. Quick, language and music; Donald D. Burgg, mathematics; Mrs. Dorothy Walsh, secretarial science; & William Orr, distributive

education. <sup>were employed.</sup> ~~He~~ <sup>continued to</sup> had been directing most of the college and community

music organizations <sup>up to this point but now</sup> began to divest ~~himself~~ <sup>myself</sup> of these assignments. The Bend

Municipal Band had been <sup>assigned</sup> ~~given~~ to Norman Whitney, ~~Pence's~~ <sup>my</sup> replacement ~~in the~~

~~Bend~~ <sup>Mix</sup> as Director of Music in the Bend Schools. Earl Roarig took over the

Bend Gleeman. The Central Oregon Cratorio Society disbanded. Dallas Quick,

the new appointee to ~~the~~ college staff was asked to direct the Cent. Ore.

Symphony and to ~~develop~~ <sup>9</sup> direct the Singing Nighthawks that ~~Pence~~ <sup>9</sup> had developed

in the college. Quick was asked to develop a ~~xxxxx~~ college-community group

to present broadway musicals. This annual presentation of musicals such as

*Damn Yankee, Flower Drum Song, Camelot, Panama Honeymoon, Fanny, Rainbow*  
Oklahoma, South Pacific, Carousel, Kiss Me Kate, ~~Don't Get Your Feet Wet~~ etc

became very popular over the years.

To bolster up the local tax payers articles such as the following appeared in the Bend Bulletin.

If, for any reason, Central Oregon College should be limited at this point, the citizens of Bend may possibly lose the chance to have a fine educational institution and a permanent campus located in this area. We as citizens should willingly carry this program along until such a time as we are able, through our elected representatives and interested citizens working with them, find a means to bring the state of Oregon into the picture financially. Representative De-Armond, assisted by Robert Chandler, Alva Goodrich, Glenn Gregg, Gordon McKay, and Ewart Jewell, along with others, worked hard in the last session of the legislature to provide this aid.

C.O.C with eleven full time ~~faculty~~ in the offing and its move to the new Bend High School, was ready to tackle whatever problems might come in the 1956-57 school year.



46

CHAPTER VI  
THE STRUGGLE FOR INDEPENDENCE

1956-57

The 1956-57 school year saw a continuation of the development started the previous year. The basketball team continued to draw attention and students interested in this type of activity had an outlet. The music department under Dallas Quick presented the first of a series of Broadway musicals. South Pacific opened to the largest crowd ever assembled in the new Bend High School auditorium and the show ran for ~~several nights~~ <sup>2.</sup> three <sup>X p. 30</sup> nights to full houses. The number of full-time students and the number of those enrolled in pre-university type programs climbed steadily. The college no longer had to ~~behave~~ apologize for the type of programs offered nor could the quality be questioned. Former students were making fine records at various universities demonstrating that they had received good and appropriate backgrounds at COCC. The first foreign student to enter the college--Han, Sang Keun of Korea returned for his second year of college work. The college library had increased its library acquisition from 350 to ~~3500~~ <sup>3500</sup> approximately ~~3500~~ <sup>3500</sup> books of good quality and appropriateness for a jr. college

Things were looking better state wide and also at the federal level. Following the death of Gov. Paul Patterson, Elmo Smith was appointed to fill out his term. Smith was a conservative and in the next election he was replaced by Bob Holmes a democrat who listened to our arguments for a jr-  
*even though he had been vice chairman of the Sen. Ed. comm.*  
community college system in Oregon. Representative Coon a staunch conservative republican from southern Oregon was replaced in the federal congress by Al Ullman of Baker, a democrat, and one who had an interest in community colleges. He came asking if he could help and ended up introducing a community college bill in the federal congress each year there after for several years, long before other national figures took up the torch to help this new type of institution. Chancellor John R. Richards began working with <sup>the movement</sup> ~~us~~ to develop a workable system of jr-community colleges for Oregon. An Oct. 21, 1956 story in the Bend Bulletin quoted Richards as

*that during the 1955-56*

follows:

Bend's junior college program may be a forerunner to a move that will revolutionize higher education in Oregon, Dr. John R. Richards, chancellor of the state system of higher education, declared in a talk before a local group.

Known as Central Oregon College, the Bend institution supported by local school funds, serves the midstate counties. Enrollment this fall is at a new high.

Central Oregon College has developed an education salient the rest of the state is watching, Dr. Richards said.

Dr. Richards spoke at a chamber of commerce forum luncheon, Robert ~~Chandler~~ W. Chandler, Bend publisher, presided.

Chandler in a later editorial praised Richards for his understanding and support and also stated that Elmo Smith, Oregon's <sup>Interim</sup> Governor had indicated his support of appropriate legislation. As indicated previously, Smith was not returned as Governor and Bob Holmes of Astoria area was elected. This democratic surge of the mid fifties also swept Harvey DeArmond out of office locally and Mr. Ole W. Grubb, a democrat was elected to be the Bend Area Representative. Grubb in his campaign literature says:

I firmly believe that I would be in a better position, as a member of ~~the majority~~ what I expect to be the majority party, to get things done for COC than my Republican opponent. I am just as dedicated to this cause as anyone, and just as firmly convinced that a state-wide junior college system is mandatory to take some of the burden from our present degree-granting institutions.

Bill Bebout, a local Bend boy interested in journalism, was president of the Associated Students of COCC. Bill like his pre-decessors was very active and interested in seeing the college develop.

Monroe Sweetland, ~~of~~ a newspaper published from Milwaukee, Ore. <sup>Purchased</sup> ~~took over~~ the local Midstatesman newspaper from the McGrath Pub. Co.

who had been very supportive of the college. Sweetland appointed Phillip Frost as editor of the paper. Frost had just completed ~~the~~ managing the successful campaign of Al Ulman for the U.S. House seat. The paper continued its strong support of the college and Monroe Sweetland later, when he became chairman of the Oregon Senate committee on education, was one of the prime movers in getting the community college legislation through the senate. ~~Pence states that he~~ <sup>Punching Robert Johnson</sup> spent a lot of time going over

who  
on  
which

suggested legislation with Sweetland who along with Senator Husband of Eugene (a later convert) carried the bills in the Oregon Senate.

The first bill ~~passed by the 1955 legislature~~ to pass the legislature was House Bill 594 and Gov. Holmes signed the bill. Holmes in the 1951 legislature had been a supporter of the 1951 (Koos jr. college bill) but had helped kill the 1955 proposal. Holmes originally lined up with the majority opinion of school superintendents favoring an extended secondary type jr. college, but later, when Governor, moved to support the efforts of Pence <sup>our</sup> and ~~his~~ group. Although the community college group <sup>was</sup> ~~were~~ not entirely happy with House Bill 594 the group decided to work up to an area type community college bill by gradual steps. Pence states that ~~Although he and~~ the superintendents <sup>& I</sup> disagreed philosophically, <sup>my</sup> ~~his~~ disagreement with Chandler <sup>Chandler</sup> was of a different sort. The continuing argument with ~~Chandler~~ was more of a disagreement with the time frame. than with the administrative organization. Chandler grew to support the concept of a tri-county college district, ~~district~~. Excerpts from a couple editorials on the subject may clarify this point. On May 6, 1957 he wrote regarding the college vote coming up on the formation of a college within the Bend School System.

A telephone caller to the Bulletin Thursday afternoon was airing her opinions about junior college vote which will be taken May 9.

"I'm going to vote against it" she said. "There's already been some agitation for a new campus and a new set of buildings, and if we vote this thing in, there'll be more"

The caller was in error on one point, and correct in another.

It is correct that there has been agitation--this newspaper believes it to be unsound and unwise agitation and has said so before--for a separate campus and set of buildings for the present junior college.

The junior college and high school are going to have to get along in the present high school plant for several years to come.

~~The caller~~

The caller was incorrect, however, in believing that a "Yes" vote tend to raise taxes in the school district. It would have the opposite effect.

This statement by Chandler threw cold water on the ambitions of both students and staff. Both groups entered into a period of -letters to the editor, which the editor can terminate at will when he feels the subject has become boring to his ~~readers~~ subscribers/



Bill 594 was a first step and although no school other than Bend used the provisions of the bill, it did stir up enthusiasm among those disiring a bill that would make possible the formation of "area education district" type institutions. At this point the state group working for area districts rather than extended high schools really went to work. Pinckney, now Dean of Faculty at COC worked with ~~Pence~~ <sup>me</sup> to prepare Monroe Sweetland, who was already convinced and Sen. Don Husband of Eugene, who was not convinced as yet. ~~Both of these strong senators were needed~~ <sup>an own column & would no doubt be in a position</sup> ~~new appointees to the~~ Senate Educ. Comm. for the ~~1958~~ 1959 session. The next session Husband came in with an area concept bill for which he took credit but it certainly read like much of the material that ~~Pence and~~ <sup>79</sup> Pinckney had presented to him. ~~Pence says:~~ Who cares about credit of authorship if the objective is accomplished, and furthermore Husband had a vote and a lot of influence with Republican Senators. Sweetland had the same kind of influence with the Democratic group. Working with the two of them the first true community college "area" bill was eventually passed in the following session and the battle with <sup>the</sup> higher education system and the few hold out superintendents was over. <sup>the</sup> ~~McCloskey & Salem Superintendents~~ <sup>were the strongest opponents</sup>

The battle between the COCC students and staff and Mr. Chandler over time frame and a separate campus would take a while longer. These incidents will be related in the following section on the 1957-58 school year.

Dr. Francis F. (Jack) Cramer, the first president of the new four year institution created out of the Portland Extension Center college and titled Portland State College, was the convocation speaker for the 1957 <sup>Extension</sup> graduation exercise. Both COCC and Portland <sup>Extension</sup> Center formerly under the Gen. Extension Division were now removed from that category, and set up <sup>with</sup> ~~as~~ institutional status.



stated:  
 A news report ~~that~~ "a surprise feature of the program, was the presentation of a plaque to Mr. Chandler expressing the appreciation of the COCC student body and faculty for the Bend man's work in behalf of the Bend junior college bill." Mr. Chandler and Representative Ole Grubb were honored guests on the speakers platform. Bert Hagen, Bend District Board President and Milton Sexton COCC Student Body President presented the plaque. The plaque was displayed in Chandler's office at the Bend Bulletin.

Chandler, in spite of some of his basic differences with Pence, worked with Pence and others in the 1957 session to secure some kind of legislation for the fledgling institution. Pence recalls that on one occasion Chandler, who owned and flew his own plane, took William Miller, Supt. Jewell, Bert Hagen & Pence to Salem to appear before a legislative committee. The students and staff were appreciative of any efforts to get some kind of permanent support under the college. At this time we were still working to develop support even though under the framework of the extended secondary school system. Pence reflected that <sup>S</sup>ometimes you have to compromise your long range goals in order <sup>to</sup> live with the realities of the present. The separate independent district concept would take two more years of travelling and speaking across the state to make it a realistic hope for future legislation.

CHAPTER VII  
A DASH OF COLD WATER

1957--58

51  
The fall of 195<sup>7</sup> started off in high gear. The enrollment continued to ~~growxxxThe libraryxxxwithxxx~~ grow. The staff now stood at thirteen full time faculty and ten part time. The library had grown to around 5100 volumes which filled the allotted room <sup>school</sup> to capacity. The ~~college~~ was beginning to have the spirit of a real college, The faculty was of high quality. The music department under Dallas Quick was looking to the next Broadway musical "Oklahoma". The clamor continued for facilities appropriate for a college operation. <sup>9</sup> ~~Pence~~ recognized the great difficulty of financing a full blown campus from the resources of ~~BendxxxDistx~~ the Bend School District. <sup>9</sup> ~~He~~ also recognized the legitimacy of many of Mr. Chandler's arguments against pushing ahead. There had to be a way around these road blocks or the students and faculty would loose hope if they saw no progress. ~~Pence~~ <sup>9</sup> ~~is reported~~ in the Bend Mid-Statesman of Nov. 14, 1957 *read* as follows:~~xxxxxxx~~

Pence, who attended the board meeting with Orde S. Pinckney, dean of liberal arts, and other faculty members, told the school board, "When I accepted the position in 1952, I asked only for the opportunity to prove to all that COC should live and be justified. I trust this has been proved and I now ask for a complete re-evaluation of the college."

"I believe that we have reached a critical point in our enrollment for the liberal arts division under the present physical circumstances," Pence said. "and if times <sup>88, 1987</sup> improve financially, the enrollment will start to decline. These unstable conditions brought on by unsatisfactory psychological environment and an unnatural college atmosphere may precipitate a situation that will demoralize the whole program and take us back to 1952."

President Pence brought out the fact that Professor T.H. Kerr, executive coordinator for the Northwest Accrediting Assn., indicated that "the really outstanding need is....a separate campus, a day program and the general atmosphere of a collegiate institution."

Pence went on to say that in his annual reports and the original five year plan ~~xxxxxxx~~ "I pointed out that by 1958-59 buildings would be essential to the continued development of COC."

Pence <sup>my</sup> ~~In his~~ report to the board <sup>9</sup> ~~stated~~ that <sup>9</sup> ~~he~~ felt it would take around \$500,000 to develop a ~~xxx~~ minimal campus ~~campus~~ on the high school site. <sup>9</sup> He stated that <sup>my</sup> ~~his~~ first recommendation would be to investigate the forming of <sup>a</sup> college district in Deschutes County and locate on a separate site of not less than 40 acres.



responded

Mr. Chandler immediately with an editorial entitled MIGHTY FANCY LOG.

This editorial follows: (See appendix - for complete editorial)  
#1 Excerpts from this Nov. 13, 1957 editorial follows:

The Bend Bulletin, Wednesday, Nov. 13, 1957

# Mighty Fancy Log

Don P. Pence, head of Central Oregon College, came before the board of trustees of the local school district Monday night with a combination of a plea and demand for more facilities for his school.

Pence presented a seven-point program to the school directors. It all added up to expressing a need and desire for a separate campus and buildings for COC, along with an expanded and enlarged program to include a day college and a bigger vocational-technical curriculum.

Before this discussion goes any further, let these two points be made:

1. The Bulletin has been a strong supporter of the college program, both in its columns and otherwise. Quite a bit of both time and money have been spent in efforts to help COC become established and grow to its present position.

2. (A lot of credit for the present position of the college must go to Pence, who has worked long and hard to build COC, and who likewise has spent his own time and money to this end.)

But it seems to us that Pence and those college faculty members who appeared with him to support his plea-demand would have us proceed with unseemly haste. We admire their ambitions, but feel they have ignored one basic thing, the answer to the following question:

How much will separate facilities cost to build and operate, and where is the money to come from?

If it is to come from property taxes, we fear the college program will have to wait. Bend now has the second-highest tax rate of any Oregon city, and asking the voters to approve a \$500,000 bond issue, — the minimum it would take to put Pence's plan into effect — would be a waste of time at the present.

To even go to the voters with such a proposal at this time would, we feel, be somewhat less than honest. It was only about six months ago that voters approved the organization of a junior college district here after being assured by Pence and other supporters of COC that such approval would not result in raising taxes.

But the Pence program, as put before the school board Monday night, calls not only for half a million or so dollars for a building, but would raise the taxpayer's cost of the school by a good fifty per cent.

Can the money be obtained from the State of Oregon? We think not.

At hearing after hearing during the last two regular sessions of the legislature, legislators asked if the State would face requests in the future for buildings. If memory serves us right, Pence was present at each of the hearings. At each hearing the question was answered by an unequivocal statement that COC would not come back asking for building aid unless the legislature provided that aid for other, similar institutions in Oregon. At no time did Pence raise his voice in disagreement.

COC cannot, then, go to the State for aid at this time. What is the answer?

The answer, as we see it, is to continue COC as it presently operates, furnishing a relatively low-cost education beyond the high school level to those who want it.

Separate buildings, a day program and an expanded curriculum are not, in our opinion, necessary to continue the present program.

Physical facilities are relatively unimportant in the degree of education offered by a school. This was recognized by President Garfield a number of years ago, when he said at a dinner in honor of Mark Hopkins:

"A log in the woods with Mark Hopkins on one end and a student at the other would be a university."

If this be true, and we think it is, it seems to us that Don Pence is not only asking for his own special log, but wants it to come already equipped with electric lights, asphalt tile floors and indoor plumbing.



a  
This editorial precipitated series of ~~EXTRA~~ reactions from students and faculty. The student "Broadside" came out immediately with an answer: *See appendix — Excerpts follow.* (We seem to have in our community a journalist so steeped in pessimism and gloom that he would choke our college to death with his fatalistic attitude. When informed that our college has recently been advised that it must have buildings if it is to be accredited and that it must be accredited if it is to survive, he answered thus: "To ask for help is a waste of time at present." This gloomy journalist, then, would have us wait until our present fine faculty has, because of professional standards, token positions in accredited institutions and been replaced by mediocre persons. He would have us wait until our student body has dwindled to the few who would be willing to risk working for credits in an unaccredited institution. Then, perhaps we could have help?)

This same journalist who has devoted so much time personally to the college now asks that we consider the philosophy of education advanced by a man who died in 1881. In a world of sputniks, atom and hydrogen bombs, guided missiles, and jet planes he asks us to adhere to the log-in-the-woods philosophy of a man who died 22 years before the Wright brothers flew their first plane. Perhaps his idea of a newspaper is a chisel with himself on one end and a stone tablet on the other. But I doubt it, if we are to give any credence to the glowing reports of his marvelous new machines which enable him to bring us his news and views in four colors.)

Our journalist goes on to describe \$500,000 as if it could be obtained only with feats of magic. There are many ways to look at the figure \$500,000. Our pessimistic journalist attempts to owe his readers by referring to it as half a million dollars. Here is another way to consider this sum. There are approximately 18,000 adults in the Central Oregon area. If each of these persons would give five dollars — the price of two and one-half cartons of cigarettes, a bottle of liquor, or a tank of gasoline — each year for five years we could have our building. \$500,000 is a large amount of money and as our journalist pointed out there would be some additional expense, but education is not a cheap bargain basement product. You get only what you pay for. Pay for an unaccredited, stagnating college which will be unable to attract high calibre educators and that is exactly what we will have.

Our college will dwindle and die if our crisis is ignored and smothered over. Our journalist has, I believe, underestimated the courage and optimism of the people in the Central Oregon area. He sees them as too mercenary and short-sighted to invest in the youth and education of the area at the college level. If our journalist is correct and his readers don't feel that the future of the youth in this community is worth the price of a fifth of liquor each for five years, may God have mercy on us all!

# THE BROADSIDE

AN INDEPENDENT STUDENT NEWSPAPER  
GROWING WITH COC

Published Every Third Week by the Students of Central Oregon College  
Address: THE BROADSIDE, Central Oregon College, Bend, Oregon.  
EDITOR ..... Mary Alice Kelly  
ASSISTANT EDITOR ..... Sally Houston  
BUSINESS MANAGER ..... Lewis Atkinson  
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Rohrbach, James Beltram, Arthur Moore and Linda  
Jordan.  
PHOTOGRAPHER ..... Don McClure  
ADVISORS ..... Mr. and Mrs. Vance Peavy

## EDITORIAL...



Some of the students decided to be more emphatic in their protest and the Bend Bulletin of Nov. 15 carried the following story. <sup>(Double copy)</sup> Editor of

Double copy

Bulletin Hanged in Effigy on Thursday Night.

## Editor of Bulletin Hanged In Effigy on Thursday Night

The Bulletin's editor and publisher, Robert W. Chandler, was hanged in effigy Thursday night.

Outfitted in a tight-fitting brown shirt and an even tighter pair of blue overalls, the effigy was found dangling from The Bulletin's flag pole in front of the office, about 8:30 p.m.

A member of the staff brought

the scarecrow-like object into The Bulletin building, where it rested in the publisher's office through the night.

Attached to the effigy was a neatly printed sign bearing the words:

"Thank you Mr. Chandler for your great support in building COC."

Presumably the effigy was hanged in protest against The Bulletin's editorial, "Mighty Fancy Log", on Wednesday.

The editorial opposed the proposal of President Don P. Pence of Central Oregon College that thought be given to the construction of a college plant, at a beginning cost of half a million dollars.

<sup>Continued</sup>  
That proposal was submitted to the school board at its Monday

That proposal was submitted to the school board at its Monday night meeting.

Pence was not aware that an effigy of the writer of the editorial had been hanged on the Bulletin's ~~flag~~ flag pole until notified by a reporter this morning. He said he felt the action was "regrettable."

The publisher's comment was:

"Bend is really going collegiate. On some college campuses, students occasionally hang a coach or even a college president, in effigy, "Now in Bend they have hanged an editor."

Shortly after the hanging, Bill Bebout, former AX president of the Associated Students of Central Oregon College, and former assistant editor of the Broadside and incidentally one who had worked part time for the Bulletin and now a journalism student at the ~~Univ of Oregon~~ University of Oregon wrote as follows. (Full letter in Appendix —)

To the Editor:

I was shocked to read in the Eugene Register-Guard that the editor of The Bend Bulletin has been hanged in effigy.

It is unfortunate that the students of Central Oregon College have such short memories.

Last year Mr. Chandler was thanked profusely by the student body and faculty as a result of his efforts on behalf of the junior college bill.

Bob Chandler has worked for the improvement of Central Oregon College for several years and COC would do well to pay heed to his advice and criticism. Perhaps the approval of COC by the Oregon State Legislature has led the smallest college in the state to think that it can get along without its staunchest friends.

I assume that last Thursday night's action can be attributed to a few disturbed students. It is a shame that their "hanging" spree was not directed against the administration of the college who are responsible for the recent Bulletin editorial.

The college told the legislature that they would not ask for funds for buildings and the Bend taxpayers have already provided them with an ultra-modern school plant for college use. The go-go-go Central Oregon College administration might well be caught with their state support down if they don't stick to their word.

The publicity resulting from the "hanging" will not enhance COC's reputation in the state and the persons responsible should be punished. At the most schools such an activity would result in suspension.

Central Oregon College has an excellent record in the state. This record should not be marred by ill-gotten shows of temper.

Students who have "graduated" from COC are proud to have been part of its student body. It would be nice to continue to be proud.

William Bebout

Former ASCOC president

University of Oregon,  
Nov. 16, 1957

About this same time Tom Rose a COC student and member of the Broadside staff wrote ~~an editorial for the paper~~ <sup>a letter to the Broadside editor</sup> defending the students actions as follows:

To the Editor:

## HANG'M UP HIGHER

By TOM ROSE

Three cheers for the boys who strung up the great SUPPORTER of our college. Maybe we haven't lost our school spirit, it was just hidden. It seems to me that if we're to get any place in this town we're going to have to fight every step of the way.

President Pence, said, "The Action was Regrettable." What do you, the students think? I believe it was in order. Every time we try to move forward in an attempt to get buildings, some lovable person throws a body block on us and knocks us for a roll o' tin cups. I say it's our turn to start throwing a few blocks. Everyone bawls in

their milk about high taxes. Well let's put it this way, maybe they think they would be getting cheated if their tax money went toward some good college buildings. Some place where their kids could get a decent education without paying a small fortune for it. I figure it this way, they either pay higher taxes to support COC, or spend \$1,000 a year for four years of education at a university. Figure it out and see which way is the cheapest. I say let's keep our money in our town, not some one else's.

What da ya say? Are ya with us?



The faculty, not to be outdone by the students put their oar in the  
stew with a series of letters to the editor. ~~They found out who has the~~  
~~last letter~~

→ Orde Pinckney started the series off with an answer to Chandler's editorial: *AN*  
*excerpt follows - APR - for full letter.*

To the Editor:

Five years ago the eminent Dr. Baker Brownell asked the question: "Can the college return to the small community?" If it can, this former journalist and now a well known philosopher is convinced that the small community can once again become a rich and rewarding place in which to live. If it cannot, the small communities face nothing more than deepening decay and continued desertion.

Here in Bend there has been a notable effort to establish a college which, if successful, could provide the economic and cultural advantages to make our small city the envy of Oregon. All that has been done, however, may fall. For while journalist-philosopher Baker Brownell believes in the worth of the small community and is convinced that its people are important, our own philosopher-journalist Mr. Robert W. Chandler has other ideas (Bend Bulletin, November 13, 1957). For example, he refuses to understand that accreditation is vitally necessary to the future of Central Oregon College. This is the same as informing a lawyer that once he has a degree he may engage in the practice of law, totally ignoring the fact that a lawyer must also be accredited by the state in which he wishes to pursue his profession. So it is with Central Oregon College; it must become accredited to benefit from recognition, scholarships, and both private and public subsidies for which it cannot otherwise qualify. Let no one mistake this point: neither students nor faculty, nor curriculum will long endure anything less.

The curriculum of any college, according to Dr. Mark Van Doren involves "two principal and simultaneous activities: learning the arts of investigation, discovery, criticism, and communication, and achieving at first hand an acquaintance with the original books, the unkillable classics in which these miracles have happened." Contrary to the view that "physical facilities are relatively unimportant in the degree of education offered by a school" (Bend Bulletin, November 13, 1957), this curriculum cannot be offered on a frosty log.

President Garfield's sentimental tribute to the man who was President of William College when Garfield graduated in 1856 was not intended for a literal interpretation either then or now. (While president of a small college 1857-1861, Garfield seems to have shown no love for classes on a log.) Today it would be neither wisdom nor economy to provide every student with a log and an instructor on the end of it at Central Oregon College or anywhere else.

The people of Central Oregon alone possess the power to decide the future of their College. Theirs is the power to create as well as to deny; and no one, including the Editor and Publisher of the Bend Bulletin, can limit what questions shall be taken to the people and their representatives or at what time they shall be presented. Fortunately, the American people have a sturdy record of creative achievement in the field of education.

Sincerely,  
Orde S. Pinckney  
Bend, Oregon,  
Nov. 17, 1957



Pence followed with his rebuttal of Chandler's ~~letter~~ editorial:  
APP. — Excerpts follow;

# Letters — to the Editor

To the Editor:

Recent developments and a Bend Bulletin editorial on Nov. 13th that presented a distorted view through omission of basic facts have brought a request from the staff of Central Oregon College for space in this paper to present the complete picture to the public and then let the people decide what they want. This is the first in a series of letters on COC.

May I thank Mr. Robert W. Sawyer for his timely letter of Nov. 14th and the support it offers. Mr. Sawyer has pointed out several things that Mr. Chandler neglected to mention.

The recommendations of the COC Administrative Council to the Board of District No. 1 have consistently been directed in the very line of Mr. Sawyer's reasoning. Recognizing that COC would someday become too great a burden on District No. 1, we sought State help on operational costs and three years ago, when we were asked if we would return for help on buildings, Mr. Chandler answered without hesitation or consultation with the Bend group to this effect: that we would not return in the future for appropriations on buildings and that he personally would fight anyone who came to Salem with such a proposal. Our birthright was sold at that moment and I knew it, but in the interest of presenting a seemingly united front to the committee and not jeopardize our immediate proposal for operational assistance, I remained silent just as Mr. Chandler has said in his editorial. I did not feel bound by his promise so a year ago the College recommended adding capital outlay to our second bill and Mr. Chandler again reminded me of his promise. The matter was again dropped.

Our first recommendation to the board this year was to try and form a Deschutes County or better yet a Tri-County college district and thus distribute the cost among the people who use the College. The actual site of the College was to be left to an impartial outside committee.

We are not demanding anything of anybody but did point out that the College can not be accredited as an institution until we have our own home. (We have temporary arrangements for a five year period if necessary with the State System of Higher Education for course and staff approval.) We have tried to prepare the people for five years through our annual board reports on eventual building needs. A year ago we asked for the use of Reid School or approval to lease any old store building with adequate space to house our growing operation and prepare for Regional accreditation following independent status.

Our most recent report requested the inclusion of engineering technology and electronics in our curriculum. Lastly, we have suggested a citizens committee be established to study the entire COC operation and come up with recommendations to the proper authorities on future development and long range plans for COC.

I publicly recommend that Mr. Robert W. Sawyer be considered for membership on any committee set up to study COC and its specific problems.

Don P. Pence, President,  
Central Oregon College  
Bend, Oregon,  
Nov. 18, 1957



# Lette

To the Editor

What Mr. Pence says in his letter appearing in Monday's Bulletin makes it apparent that he failed to understand my letter of the 14th.

I have known nothing of what went on in legislative committee hearings on Central Oregon College bills. I have had no discussion of C.O.C. affairs with Mr. Chandler. I understood that in his editorial of the 13th he was expressing opposition to taxation for the expansion of the college. My letter was written to support him.

As a tax payer I oppose and shall continue to oppose increased taxation for the purposes outlined by Mr. Pence to the School board as reported in the paper's news columns.

Mr. Pence speaks of a committee "to study COC and its specific problems." I urge that there are more important matters to be studied. -- President Eisenhower named them in his address on the 13th. "I wish," the President said, "that every school board and every P.T.A. would this week and this year make one single project their special order of business. This is to scrutinize your school's curriculum and standards; then decide for yourselves whether they meet the stern demands of the era we are entering."

Has the scrutiny begun here on the part of Mr. Pence, the school board or any of the school faculties?

It is perhaps none of my business but having seen on a wall in Mr. Chandler's office a handsome plaque thanking him for his efforts on behalf of Central Oregon College and then having read of the crude act relating to him of, apparently, COC students-I want to express my regret that in his letter Mr. Pence did not see fit to offer an apology.

Robert W. Sawyer  
Bend, Oregon  
November 18, 1957

After Pence's letter appeared thanking Mr. Sawyer for his letter ~~thaz~~ ~~AND~~ ~~SME&X~~ suggesting Mr. Sawyer as a good member of any future study committee on the college, Sawyer wrote his second letter indicating he was supporting Mr. Chandler's views. This ~~is~~ second letter follows.

## Letters —

to the Editor

To the Editor:

On reading in the Tuesday Bulletin of the plea made to the Bend school board by Central Oregon College officials for facilities independent of the presently used high school I wondered if the Bend district, in bringing about the creation of the College, had made itself a Frankenstein. This character, you will remember, constructed a monster that inflicted retribution on its creator. Such, it seems to me, would be the situation if the tax appetite of the College came to be satisfied out of the resources of the local district.

More to the point of present need in the nation's current emergency would be the presentation of plans by the School Board, the district school faculties and the officials of the College for curriculum changes and additions that would contribute to the scientific training that is now lacking.

Incidentally, I venture to suggest that the principal test of the qualifications to be met by the next candidates for the school board should be their attitude toward the College and the curriculum of the schools.

Robert W. Sawyer  
Bend, Oregon,  
Nov. 14, 1957

Prior to the appearance of Pences's letter, Robert Sawyer, former long time owner of the Bend Bulletin wrote a letter as follows:

Virginia Shipman whom <sup>9</sup>~~Pence~~ believes was an adult student at the college wrote as follows: *Excerpts follow: APP — for full letter*

To the Editor:

It seems to me that the only objection to Central Oregon College's plea for a "log" of its own is those nasty words "higher taxes." Everyone knows that anything of value costs plenty, and that a college campus and buildings would certainly be no exception. Most people are in favor of our college as long as it won't cost them anything, but the moment higher taxes are mentioned they really cry in protest.

There seems to be the feeling that C.O.C. can continue as it is indefinitely. But can it? I believe that records of other junior colleges show an increased enrollment up to a certain point, then they decline until many are forced to close. The percentage of Bend High School graduates has already begun to drop. Nor can we expect anything otherwise, unless we can offer them something more than a "glorified high school."

Perhaps President Garfield was right when he said that a log with Mark Hopkins on one end and a student on the other end would be a university, but we have not even given our faculty a log of their own. The most amazing thing about C.O.C. is its fine quality of its teachers, but we cannot and will not be able to hold them under the present set up. I wonder if the public realizes that when a student wishes to confer with an instructor, two other instructors must leave a very crowded office and walk the

halls until the conference is ended.

Moreover C.O.C. cannot become accredited with the Northwest Accrediting Association, which means accreditation in its own right, until the college has some kind of campus of its own.

C.O.C., I believe, is now at the crossroads. It can either progress on towards an institution which the citizens of Bend can be proud of, a real asset to the community both intellectually and financially, or it can deteriorate into something we would be ashamed even to mention. Which way C.O.C. goes is entirely up to the citizens of Bend. Will we catch the vision of what, with hard work and much sacrifice, can be accomplished or will we be satisfied merely with a program of cheap education for those who can afford nothing better?

I was sorry that Mr. Pence the "hanging" of The Bulletin editor "regrettable." To me this is evidence that there is a spirit of loyalty and a hope of something better for C.O.C. The only regrettable thing, as far as I'm concerned, is that I wasn't asked to participate.

Thank you,

Mrs. Virginia Shipman,

Bend, Oregon,  
Nov. 16, 1957



ON Nov 19, 1975 Excerpts follow - See App

The Bend Bulletin, Tuesday, November 19, 1957

## About That Hanging

The editor of this newspaper was hanged in effigy the other night, presumably by Central Oregon College student. We are happy to report there was no particular pain involved, even if the hanging has been characterized by some as "biting the hand that feeds."

The hanging does, however, point up a need.

That need is for full airing of the present and future status of Central Oregon College.

In other words, what do we want COC to become? "We" means a large group of taxpayers, in addition to college students, faculty and administration.

It is the view of at least some of those persons closely connected with the college — if not most of them, — that COC has to develop into a full-fledged two-year college.

This means a day program of studies as well as the night program. This means, to them, a separate campus. This means the college "extras," some of which COC already has. It may even eventually mean that shining glory of all colleges, a football team.

This means an expanded and enlarged curriculum and faculty.

It means, in our opinion, that these people want COC to compete for students in the first two years with Oregon State, University of Oregon, Willamette and other four-year institutions.

Eventually, perhaps, all of these things are desirable.

Our own opinion of the future of COC varies from this. We do not feel the college was established on a "foot in the door" basis, as the start of the bigger program now envisaged.

We feel the program was started and has supported by the taxpayers of the Bend school district for one purpose.

That purpose is to provide students of this community and area who are unable, for one reason or another, but chiefly financial, to spend four years away from home getting a college education.

It was not intended, in our opinion, to compete with other institutions for college students.

College students, or prospective students, will in almost every case decide to "go away from home" for their college training whenever possible. It is impossible to make a home-town junior college as attractive to a student as a four-year institution some distance away.

Since its first establishment, COC has gained two other functions. It now teaches terminal courses, courses which do not require four years of study but which do require study beyond the high school level.

And it does some work in the field of vocational education. Both these are necessary functions.

In our opinion, COC's program should be retained for the benefit of those who wish to take advantage of it. It is not our job to try to force students through COC's doors, nor to sell them on a program which it is impossible to attain in the near future.

These then, are the two basic opinions as to the future status of COC. Don Pence, pushed hard by at least some of his faculty and some of the student body, believes strongly that his position is right, that the college must have a separate campus and a daytime program right away.

The editor of this newspaper, pushed by no one, believes just as strongly that COC must not grow too fast, that brains are more important than bricks in education, and that a bigger program now is beyond the reach of the taxpayers.

Nothing, however, is going to be accomplished in this whole hassle if it degenerates into nothing but a personal argument between two outspoken opponents.

The biggest stake, educationally, is that of the students. The biggest stake, financially, is that of their parents and the other taxpayers.

Both The Bulletin and school administrators would like to hear the viewpoints of others.



The faculty letters were stacking up at the "letters to the editor"

file in the Bulletin office when suddenly Mr. Chandler, as <sup>was</sup> his privilege,

terminated the exchange.

A few letters and excerpts follow:

*Appendix - Private*  
*one of these letters written by Frank Conte, Instructor in Chemistry. Conte speaks on the problems of teaching science in inadequate laboratories.*

*2 -  
Might eliminate*

To the Editor:

It has been expressed by many people that the present shortage in scientific manpower has been chiefly that of engineers, physicists, chemists, and mathematicians. As evidenced by recent international developments, this is all too true!

Recently, an opinion has been expressed that the present "college" in Bend devote a large effort to meet this challenge in science either by curriculum changes or by an expanded program, instead of requesting independent facilities.

We, at the college, heartily applaud such an idea! However, to undertake such a task we surely must become a "Frankenstein" to our benefactors. That is to say, we have been asked to alleviate the current shortage of scientists by:

- (1) producing a large number of scientists, as asked by public opinion
- (2) incurring the least financial assessment, as asked by the taxpayer
- (3) in the shortest possible time, as asked by the student

Our situation becomes, therefore, an utterly hopeless paradox

It might be argued that freshman and sophomore courses in science, such as chemistry and physics, of today are not much different from those of yesteryear. And, after all, we at Bend are concerned with only the first two years of college. Nothing could be further from the truth. Research in the past twenty years has created new fields that were entirely unknown when our fathers were taking these courses. Yet, we must give our present-day students the very same fundamentals that were given in the past, which still hold true, and provide them with all the new knowledge that we are gathering. So, no longer is freshman general chemistry, inorganic chemistry alone; but it is a course comprised of inorganic chemistry, physical chemistry, organic chemistry, nuclear chemistry, etc. The same I can say is true of physics.

Therefore, for us to accomplish this goal, definite needs arise in the form of material goods. Instruments, glass apparatus, laboratory space, lecture demonstrations, all of which are used as tools in this quest of knowledge, become absolute necessities. In addition, one needs a home in which to pursue this task under "normal" academic conditions. Such conditions are not met by having midnight chemistry laboratories nor being "squeezed" into pre-existing facilities adequate only for high school instruction.

To use an analogy, our need of facilities and materials is as real as the need of an operating room, and instruments by a surgeon when he is to perform an operation. The success of both is dependent upon them.

Frank P. Conte,  
Instructor of Chemistry,  
Central Oregon College

Bend, Oregon,  
Dec. 20



Start on Next Page

# The Redmond Spokesman

Published Every Thursday

Mary E. Brown, Publisher

Mar 21, 1957

Leo Davis  
Managing EditorLucille Jordan  
News EditorHugh M. Amsberry  
Mechanical Superintendent

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## THROUGH STRIVING TO THE STARS

Is the desire for a better, more complete community college to further higher education in Central Oregon reprehensible?

So it would seem from criticism emanating out of Bend as the result of the suggestion made by Don Pence, president of Central Oregon college, that consideration be given to formation of a tri-county district to operate an area-wide college.

For some 8 years now the school has been a night-time operation, classes being held in Bend high school. Bend's school district has supported the college, with students' tuition helping pay the bill.

Just recently the state legislature passed a bill which gives state help in the matter of operation costs.

President Don Pence seeks to go forward, to get full accreditation for the school. He wants to continue night-time classes for those who can't go to college in the day-time, but also is desirous of offering regular day classes. Besides that, he thinks the college should be an autonomous body in its own quarters.

of sending a youngster away to school in Eugene or Corvallis.

Students who are able will go to the big schools, and they should. No one proposes or expects to compete with large colleges; that certainly is not the aim of a small junior college. It seeks to fulfill a definite need. Is it wrong to satisfy desire for knowledge?

Advance in technology is so rapid these days and onslaught of scientific developments is so terrific that America is hard-pressed to keep up. Our colleges must pass on the knowledge of this generation to the next if we are to continue forward.

Central Oregon is a part of all this, and if it wants to work together as a community toward the goal of more and better education for its youth, the time is at hand. Personalities, delusions of grandeur and petty rivalries have no place in the plan.

It is through striving that we reach the stars—not by digging a hole and pulling the dirt over our heads.

to next page  
2nd column



This exchange kept the newspapers and radio stations of the area busy for a few weeks. William Robinson of the Madras Pioneer was cautious

but felt the idea of an area district should be presented to the people of Jefferson Co. <sup>for discussion.</sup> Mary Brown of the Redmond Spokesman was supportive and

suggested that a tri county district made sense since all three counties were using the college. The Statesman in Bend was very supportive. Since

Monroe Sweetland owned the Statesman and his being Chairman of the Senate Educ. Committee made it doubly important to have his support. <sup>Excerpts from</sup> Mary Brown's

editorial follows:

(See APP - for full text)

Do previous page first then the below

on quarters.

Central Oregon college is a poor man's school—that's for sure. Primarily, it draws its student body from those who can't see their way clear to spending \$1200 or \$1500 per year at one of the larger state universities. These students can go to the junior college and live at home, holding down at least part-time jobs.

It is very true that most of them would rather "go away to school," if they could afford it. Others are uncertain as to their future profession. Many of them have found themselves in the first 2 years of their study at COC, have saved a bit of money and have gone on to get their degrees at the University of Oregon, Oregon State college or some other large school.

A third or more of COC's students are from outside the city of Bend, a considerable number from Redmond now being enrolled. They pay exactly the same tuition as those within the Bend school district.

Now Don Pence proposes that Central Oregon consider formation of a community college district. This would be done through voting, with boards of the various school districts petitioning for an election. Each separate district would have to approve its entry into the college district, which would be made up of contiguous areas.

What is so revolutionary or so wrong in the idea that all the areas which use the college should help with its support, spreading the cost justly?

What is so wrong in the wish to have for this somewhat isolated part of the state a fully-fledged junior college, with more courses in science, electronics, agricultural technology, liberal arts? Is it in error to wish that every high school graduate, should he desire it, have a chance for more education, even if he's short of money?

Is it a breach of faith to wonder if state money might be available in Oregon, as it is in other states, to help build and finance rapidly-growing, rapidly-spreading junior colleges?

Taxes are the sticker, of course—that goes without saying. The tax situation is bad in Central Oregon, in the state, in the nation—no one will deny that fact. They're rough to pay.

Assessed valuation of Crook, Jefferson and Deschutes counties is somewhere around \$40,000,000. A 5-mill levy would mean that each taxpayer would put up yearly an extra \$50 on every \$10,000 of his assessed valuation. That's only an example, of course.

True enough—it would be another bit of tax on heavily-burdened taxpayers, but at that it surely would be cheaper for the family of modest income than the expense

back to - right column  
Previous  
Page

~~Pence~~ relates that <sup>mine</sup> during all this exchange Mickey Myrick, a long time friend of ~~Pence's~~ <sup>a reporter</sup> and ~~pressman~~ <sup>(reporter-2)</sup> ~~(xxx)(check)~~ for the Redmond Spokesman sent <sup>me</sup> ~~Pence~~ a little hand written card containing the following message:

500-11116  
 Hey, Don: How reckless can you get with our poor taxpayers money? What the assessor had already done to my pocketbook this more than does to my patience. Maybe playing that alone did it!  
 Mickey Myrick

using This

The Mid-Statesman of Bend also responded with its editorial on the whole affair. <sup>Any</sup> excerpt from their editorial follows.

Don Pence was fulfilling his responsibility as president of our college when he made his report and recommendations to the school board last week. To have sidestepped his report and recommendations would have been a neglect of duty.

We highly commend President Pence for being so honest and far-sighted. He has done a remarkable job as head of our community college and his recommendations should be given a thorough study.

It appears that just about everybody was now involved in the action. If one takes the attitude that any kind of publicity <sup>is good</sup> if you get your name before the public then all this may have served a good purpose,



Dorothy Kellogg in her "Torch of the Cascades" comments as follows:

*out*  
Mrs. Mary Brown, editor and publisher of the Redmond Spokesman, was very favorable toward the college and Don Pence, personally. Whenever she could, she gave both the college and Mr. Pence the publicity that was needed.

In the school budget election of May 6, 1958, the budget was voted down. It was defeated by fewer than fifty votes. Mr. Chandler, in his editorial the day following the election, took the following attitude:

It is apparent that the empire-building ideas of Don Pence and some of the faculty members of Central Oregon College are most unpopular. Unless the college can develop some adequate long range plans and spread its base of support, its future growth is limited.

However, in a later editorial, Mr. Chandler said:

President Don Pence in his report to the Bend School Board made several suggestions as to how COC could begin now to lay the foundation for 'a house of its own' and eventually become a day-night college with about 600 students.

Of the many suggestions made by Pence to the Board, the one that seems to be the most logical, easiest and perhaps best for the vast Central Oregon empire is the formation of a college district within Deschutes, Crook and Jefferson.

This spring saw the second Rogers and Hammerstein musical presented by the college choir. It was "Oklahoma!", and played to near-capacity crowds for three nights. The Central Oregon College choir under the expert direction of Dallas Quick was becoming famous in the Central Oregon community.

While Mr. Pence was working so hard for the establishment of a college district, there were growing within the faculty feelings of

discontent. There was a growing resentment on the part of some faculty toward the Dean. Three instructors resigned at the end of the 1957-58 school year and one in particular was very vociferous concerning his dislike for the Dean of Faculty.

~~Pence responded to Kellogg's statement regarding the unhappiness of certain faculty with Dean Pinckney as follows:~~ <sup>Dear</sup> Pinckney was an outstanding teacher with very high standards of performance and as Dean of Faculty he pushed for high standards. He encouraged faculty to do further academic work and research and to work toward doctoral degrees. He insisted on a system of academic rank, he referred to teachers as professors and pioneered this concept among junior colleges in the North-West. His orientation was university and excellence in scholarship. Sometimes this ran into conflict with certain instructors who did not feel they needed additional academic education. ~~Pence admits that~~ <sup>he</sup> there were complaints but ~~he~~ supported Pinckney and felt that the college was on the right path to academic respectability. As a result of these internal battles ~~Pence~~ <sup>he</sup> got the reputation of being a dictator and although ~~he~~ <sup>he</sup> hoped it might be a benevolent dictatorship, that fact seemed to be debateable within the faculty group. ~~Pence~~ <sup>he</sup> was accused of listening but taking no action to change course. It is an old practice when staff wish to get information to the President but do not wish to personally complain that they tell their woes to the President's Secretary. They know that the information will get to the President without the embarrassment of an outright confrontation. *Dorothy Kellogg, President's Secretary, noted as this conduct. In a recent discussion with Dr. Odo Pinckney on this period of the college development he made the following comments:*

~~XXXXX~~ Plackney speaks on this point:

~~Kellogg~~ indicates that faculty were coming to the presidents office

~~XXXXX~~ <sup>Pinckney says</sup>

complaining about the dean. Perhaps I can clarify what was probably

<sup>8 how it had built up over the years</sup> happening, Professor T.S. Kerr had indicated that our chances of

approval by the Northwest Association for accreditation would be enhanced

if we had a program of professional improvement established for faculty

upgrading. I personally felt that a teacher must constantly be aware of

new movements and discoveries in their teaching discipline. President

Pence had ask me to work on faculty improvement. Going to the expense

of going back to the fount of knowledge (the university) or research work

related to ones discipline is part of the committment one makes when they

decide to become a teacher. The related financial burden of self improvement

is simply ~~xxxxxxx~~ an understood part of that committment. Let me

describe a case in point that probably started some of the criticism.

Mr. William Eastman a biologist by training and a natural artist in

painting landscapes and buildings etc. from photographs. Mr. Eastman

took a ~~xxxx~~ a part time job on the side to do a research project for the

forest service. The project, as I recall, involved counting rats in

a selected forest areas to determine the relationship of number of

rats and damage to pine ~~seedlings~~ seedlings. Mr. Eastman ask ~~no~~ have this

research be ~~xxxx~~ declared to meet the conditions of his professional

improvement program. I was sure this was a worthy project for the forest

service and no doubt Mr. Eastman could use the extra money, but I could

not see how this would improve his knowledge or skills in the COC biology

classroom. I rejected his proposal. He apparently went to Mr. Ryan for

Phil Ryan remonstrated with me <sup>for not approving</sup> ~~xxxxxxx~~ ~~xxxxxxx~~ this proposal.

As the years went by other proposals were rejected for example:

instructors would go to the university and end up taking a group of

courses having no relationship to their teaching assignment. Several

were taking courses in ~~xxxxxx~~ school administration all of which is

fine but does not meet the requirements of improving the teachers ~~discipline~~

could  
single space  
this  
part  
order



We did not need more administrators but we did need to sharpen our teaching skills and keep abreast of new developments in our chosen discipline. In the case of vocational-technical instructors I could see how a summer or a semester (quarter) in an appropriate research or industrial setting could be considered as professional improvement. Mr. Ryan himself came to me and asked approval to accept a federal grant, take a year's leave of absence, and work in a highly sophisticated electronics project for the U.S. Navy. Ryan taught electronics, physics and ~~math~~ and related sciences. This was a legitimate request and I heartily approved it and Mr. Ryan accepted the grant and the leave.

I am sure Kellogg in her observations is correct for I did recommend to some instructors to either seek further graduate work on an acceptable time schedule or seek employment elsewhere. In the process of working these matters out there were grumblings and accusations in the ~~Bend~~ Bend Bulletin of "high ~~turnover~~ faculty turnover". We were a college on the march and our principal goal was excellence in teaching. Dr. Pence supported me in these efforts but unfortunately some of the faculty did not. I may have reacted too strongly in some cases but I have no apologies for instituting a faculty improvement program."

*Pence may  
Add or Change*

The reader must understand that these events took place prior to the great upsurge of teachers unions and negotiation procedures. <sup>my</sup> ~~Pence's~~ administration was more like that of the typical American College which was patterned after the English College system in which the head master or President held authority as representative of the state, the church or in this case the taxpayers through the board. Many university oriented faculty are brought up on the German University concept after which American Universities are patterned. In the German (American) University concept the faculty, through the deans of the various schools, have great power in decision making and the President has by comparison less authority. The vocational-technical faculty have their roots in industry and labor and have differing opinions on administration. The COCC administration was then pyramidal and like mount St. Helens if you get enough pressure built up at the bottom then the top will blow and that is exactly what happened 10 years later (1967). Normally taxpayers prefer a strong hand at the helm.

~~Pence~~ <sup>In</sup> retrospect; ~~says~~: "We did too much firing and not enough use of democratic procedures (due process) and persuasion. The faculty turnover was excessive and it was not all due to the uncertain future of the college". The gradual details of this control crisis will be revealed as the writer proceeds.

Sometimes faculty have difficulty in a locally controlled institution in understanding that the chief administrative officer is the Boards representative and he alone will be held responsible to carry out the directives of the board, ~~Pence said in conclusion.~~

The outcome of the disputation between Chandler and the college students and faculty served the purpose of publicizing the needs of the college. To some it may have looked like a personal vendetta between Chandler and Pence. ~~Pence~~ <sup>I</sup> does not look upon the continuing debate in this way, but more the expression of differing opinions on when and in what manner the college should develop.

<sup>may 2</sup> ~~Pence~~ related an incident that took place a few days after the "hanging episode". "Chandler called me one morning and ask me to come to his office. When I arrived at the office Chandler walked over to the plaque which the students had given him in appreciation for his work at the legislature and which I now noticed had been draped in black and a small doll had been

suspended over the plaque hanging on the wall in his office. He proceeded to stick a pin into the heart that had been drawn on the doll's chest.

(One of the college students took a picture of this. This photo is exhibited in the picture section of this publication) While I was in the office Superintendent Jewell (my boss) came in. A short time later Board Chairman Bert Hagen (Jewell's boss) came in to pick up some football tickets from Chandler. Hagen looked the situation over and excused himself and shortly thereafter Supt. Jewell found that he had other business to take care of and left. I leave it to the reader to determine just what this dollie episode had to do with the on going debate.

~~Pence~~ says that ~~the~~ the Bend District Board had asked me to do a job and part of my job was to give them annual reports with recommendations. They and they alone could tell me to stop my activities or alter my course.

The publicity that these events received state wide; and the hanging story actually hit the national news services, did alert the area the state that COCC was not through with legislative activity. The Redmond Spokesman, through its editor Mary Brown, opened the discussion on the concept and probability of an area district college and this eventually led to an area meeting in Redmond to discuss just such a possibility. Representatives from Madras, Culver, Prineville, Powell Butte, Sisters, Bend and Redmond attended. Some attended to oppose the idea and others to gain more information so as not to be caught unawares. This meeting also gave those promoting the idea some information on how to approach the challenge. Webster Loy, President of the College Foundation, chaired the meeting.

A new group of area people began to enter the discussions. Each town-- Madras, Redmond, and Prineville had one of their leading lawyers to attend and keep track of this movement. Rupert Park of Redmond, Sumner Rodrigues of Madras and James Minturn of Prineville became lead spokesmen for their communities. Later on ~~Pence~~ realized that Bend had better have a top flight attorney to represent it in these discussions and ~~he~~ approached Owen Panner who agreed to work with the group. Panner would not at first accept the assignment without knowing what would be the the likely cost of the college to the taxpayers of the area. ~~Pence~~ answered that in ~~his~~ <sup>my</sup> opinion the cost should not run over two mills in the foreseeable future. That statement haunted ~~Pence~~ <sup>me</sup> for many years afterward when the costs rose above two mills.



Area citizens would ask <sup>me</sup> ~~Pence~~ "what about your promise?". ~~Pence says that~~ People still accost me occasionally and say that I didn't have the "forseeable future" part in the original statement.

<sup>g</sup> ~~Pence~~ realized that a lot of grass roots work had to be done locally as well as state wide and ~~he~~ and Orde Pinckney <sup>g</sup> ~~made themselves~~ <sup>our</sup> available for speeches at service clubs, workshops, conventions, and chamber meetings both locally and state wide. ~~They~~ <sup>we</sup> were invited to Coos Bay a couple times, Roseburg, Tillamook, Astoria, <sup>g</sup> The Dalles to name a few. ~~They~~ <sup>we</sup> also met with many groups and individuals in the Tri-County area of Central Oregon. ~~Pence~~ <sup>g</sup> spent many days in Salem during the legislative sessions. ~~he~~ <sup>g</sup> made radio appearances on the invitation of Tom McCall (then a radio announcer) in Portland and worked with selected legislators on preparing a new comprehensive community college bill for introduction in the coming session. ~~Pence states that he~~ and Pinckney <sup>g</sup> also worked with Representative Al Ullman to develop a bill for introduction into the federal legislature. Although Ullman's attempts did not get out of committee, the committee discussions did interest other representatives including Adam Clayton Powell who later became Education Committee Chairman and who also worked on such legislation. This was all before Edith Green and Wayne Morse and others influenced by community college presidents in other states got into the act federally. As previously mentioned, Senator Don Husband along with Senator Monroe Sweetland were key senators who were assisting. Pat Metke became the Deschutes County Representative in the State Legislature. Harry Boivin of Klamath Falls was still Central Oregon Senator and now President of the Oregon State Senate. Senator Boivin agreed to help as long as it did not conflict with his OTI project. "We worried Boivin so much with our continued presence that he ask Chandler to call me home". ~~Pence reported:~~

~~Pence stated that he~~ felt somewhat like Winston Churchill when he said: "I did not become Prime Minister for the purpose of dismanteling the British Empire." ~~Pence~~ <sup>I</sup> felt that ~~he~~ <sup>we</sup> was commissioned to save and develop the college, not to destroy it through inactivity. ~~Pence~~ <sup>we</sup> stayed in Salem regardless of Chandler's admonitions and continued ~~his~~ <sup>my</sup> lobbying activities.

CHAPTER VIII  
HOPE SPRINGS ETERNAL  
1958-1959- ~~59~~

The united effort paid off and the first true community college area district bill was passed and signed by Governor Mark Hatfield in the 1959 session. Assisting in the passage of this bill was Senator Boyd Overhulse of Madras, Representative Ben Evick of Madras, Rep. Al Flegel of Roseburg who was chairman of the house education committee and Monroe Sweetland of Milwaukee-Oregon City, chairman of the Senate education committee. Senator Don Husband of Eugene introduced the bill and carried it on the floor of the senate. Rep. Pat Metke was Deschutes County Representative during the 1959 session and was of great influence in the house. It was during this session that ~~Pence~~<sup>g</sup> met and became a co-lobbyist with Henry Hansen of Coos Bay. Henry Hansen was Chairman of the Long Shoreman Union Education Committee. ~~Pence~~<sup>g</sup> had been invited to Coos Bay on a couple occasions to address community groups and in 1958 this group was chaired by Henry Hansen. ~~Pence and~~<sup>me</sup> Hansen worked as a team in lobbying the legislature. ~~They~~<sup>me</sup> were assisted by the regular Long Shoreman lobbyist and by Tom Scanlon, chairman of the Ore. State AFL-CIO Committee on Education. Paul Wilmeth, Director of Vocational-Technical Education in the Salem School District, William Loomis, State Director of Trade and Industrial Education and others as needed. Cecil Posey, the lobbyist for the Oregon Education Association gave some rather covert help for secondary school people had mixed feelings about this new movement as previously stated. Superintendent Marion Winslow of Coos Bay used to go around behind us and try to dissuade our converts, ~~says Pence~~. The local directors of vocational and adult education through out the state were generally supportive but were not privileged to spend much time in Salem. Robert Johnson of Bend had been named Associate Dean for Vocational Education in COCC and also attend some of the sessions with ~~Pence~~<sup>me</sup>. Dr. Leon Minear, then Principal of Benson Polytech in Portland, offered his services. Minear later became State Superintendent of Public Instruction.

~~Pence states that~~<sup>g</sup> one of the most unusual groups ~~he~~<sup>me</sup> addressed was a Long Shoreman Union meeting in Coos Bay. Hansen got approval from the chairman for ~~Pence~~<sup>me</sup> to address the group for five minutes for the purpose of

thanking them for their outstanding support of community colleges. This was one speech that did not run overtime, ~~Pence~~ stated.

~~Pence~~ fears that the previous long discourse on political activism and internal and external disputes might indicate that the college was neglecting its prime responsibility of educating students. ~~He contends~~ that this was not true for many good things were going on in the classroom and that the staff was really of top quality. Graduates who transferred to senior institutions did almost as well as they had in COCC gradewise. Many were developing outstanding careers. Fred Stenkamp, COCC's first student body president was the recipient of a Fulbright Scholarship. June Scott graduated from the University of Oregon with top honors etc. On campus, ~~as Kellogg has indicated~~, the musical "Oklahoma" was a smashing success. The basketball team continued its outstanding record and many of the fine young men have gone on to excellent positions in business and industry and the professions. <sup>Robert</sup> Eberhard, the second president of the ASCOC along with Stenkamp went to the legislature to lobby for the community college. They appeared before legislative committees and greatly enhanced the presentation that the Bend group presented. Eberhard became a successful business man and is currently a member of the COCC Board. Ron Bryant, an early student went on to become a successful attorney and served as a COCC Board member and in fact was chairman at the time of the 25th anniversary. Pauline Peotter has been a professor of drama at Portland State University for many years. Jimmie Crowell served as professor of journalism at COCC and later became a successful business man in Bend and has also written and published two excellent plays. Robert Powell is currently a professor of chemistry at COCC. *many more could be added to this list.*

*add to*



The college continued to be in the news and of course the discussions and meetings were on the subject of - should the college be sponsored by a tri-county district. There were pros and cons and the arguments went on for some time led by the four attorneys. ~~Pence states that~~ It was something like Hamlet's dilemma when he says; "to be or not to be is the question". With a growing group of supporters locally and state wide the movement gradually took root. Men like William Miller of Bend and with his counterparts in other communities had meetings with national leaders such as the newly appointed executive secretary of the American Association of Jr. College, Edmund Gleazer, who spoke to the group in Portland and presented ideas for pushing ahead. Rep. Al Ullman introduced a bill in the federal legislature calling for \$200,000,000 per year for five years to assist community college development nation wide. The movement was catching hold all over the nation. Books were being written on the subject and Pence was pursuing ~~his~~ <sup>his</sup> doctorate in higher education at Oregon State University during the summer months.

~~Pence~~ and Pinckney continued to spread the word state wide on the need for a state system of area community colleges. The following excerpts from the Headlight-Herald of Tillamook, Ore. dated Feb. 27, 1958 is an example of the many appearances <sup>we</sup> they made in various cities before service clubs and chambers of commerce, etc.

Tues<sup>day</sup> noon at the Victory House, more than one hundred citizens gathered in the big dining room on the second floor of the Victory House to discuss a proposed Junior College. An idea of the ~~large group~~ <sup>in</sup> genuine interest in the new project was evidenced by the extremely large group attending.

School men and women, school board members from every part of the county and representatives from all the churches joined the members of the Chamber of Commerce and came to listen to the proposal which is sponsored by the Chamber of Commerce.

The four long tables were filled to capacity and the speakers, Don Pence, president of the Junior College at Bend, and Dr. Pinckney dean of the liberal arts department of the college, were thrilled at the interest found in Tillamook county and were glad to describe their own junior college at Bend etc.

Another story found in the Coos Bay paper of April 23rd. announced that Henry Hansen was named chairman of the Southwest Oregon Community College Assn. for a three year term. Harold Steven was named vice-~~president~~ chairman and Don Matson and George M. Petersen were chosen as directors. Ben Garske and Allen ~~Petersen~~ Petersen were hold over directors. Pence recalled that it was either George or Allen Petersen who had invited <sup>me</sup> him the previous year to address a group in Coos Bay.

~~Pence recalls that~~ The 1957 legislature, along with passing the the first jr. <sup>community</sup> college bill providing some financial support, <sup>(B159.10 P. FTE)</sup> to certain types of jr-community colleges also authorized the funding of a state study recommended by the State Board of Education. Dr. W.R. Flesher, Bureau of Educational Research and Service of The Ohio State University and eight other professional researchers were commissioned to study the vocational-technical education situation in Oregon and make recommendations. The report finished in the spring of 1958 recommended that:

-----existing legislation concerning OTI be repealed and new legislation be enacted to continue OTI ~~as an agency of~~ as an agency ~~of~~ administered by the state system of higher education as a part of Oregon State College. for

The report also called ~~for~~ repeal of all "junior college" legislation and the establishment ~~of~~ of seven educational center districts throughout Oregon to handle vocational school type programs and junior or community college programs.

These educational center districts would be governed by regional boards. They would provide from one to three years of education beyond high school and would grant certificates, but no degrees.

The report recommended that if another strictly technical institute were needed by Oregon, it be located in Portland as a part of Portland State College and also under the authority of the Board of Higher Education.

The Flesher report which was quite detailed was never implemented in any way except from ~~Pence's~~ <sup>my</sup> standpoint it did push the idea of area education districts for post high school education. ~~Pence~~ later used Flesher's concept when ~~he~~ <sup>I</sup> developed ~~his~~ <sup>my</sup> ~~own~~ ~~the~~ ~~my~~ Doctoral Dissertation entitled "Criteria for a System of Area Education Districts for the State of Oregon." The state department of education published ~~Pence's~~ <sup>my</sup> Dissertation and the legislature used it in establishing the present system of area education districts. ~~several years later~~

Lest we get ahead of our story let us go back to to <sup>Senate</sup> ~~House~~ Bills 422 & 440 introduced by <sup>Rep. Pat Metke</sup> ~~Rep. Kessler Cannon~~ of Bend, Ben Evick of Madras and Senator Boyd Overhulse of Madras, ~~Bill~~ Sen. Bill Grenfell, always a supporter of community college bills, Senator Sweetland, Senator Husband and ~~other~~ other representatives and senators. This was ~~the~~ introduced into the <sup>at</sup> ~~passed~~ <sup>Passed in Oregon,</sup> 1959 session and was the first true area education bill, ~~however~~ It had several flaws that were soon picked up by local committees throughout the state and as a result it was not used. Coos Bay started to organize under this bill and ran into trouble. The problems were: ~~1~~ (1) the board was to be elected "at large" and the small communities surrounding a major center would not buy this. ~~2~~ (2) The bill had <sup>a</sup> provision whereby a district could get back out after the area district was created. <sup>by voting themselves out</sup> This could create non college islands within an otherwise solid district. ~~It could involve consolidation of school districts for college purposes~~ Also it contained No money for construction of buildings.



At this juncture the group of lawyers in Central Oregon, particularly Rupert Park of Redmond, really went to work to amend the law and to see that money was included in the bill for building construction. Other leaders, old and new ones throughout the state, started getting in the act and in most cases with a very positive attitude. The psychology began to change from whether to how. Editorials kept surfacing in papers throughout the state and they were increasingly positive.

During this period Dean Zeran of the school of education Oregon State University came up with an idea. He secured permission to select 5 or 6 leading educators in Oregon and permit them to complete their doctoral degrees by doing most of their classwork in the summer sessions. ~~Pence~~ was selected as one of these and by spending only one ~~semester~~ term on campus was able to finish <sup>my</sup> ~~his~~ degree.

Dr. Wendell Van Loan ~~was~~ then a professor of Education at Ore. State <sup>University, my</sup> ~~State~~ was ~~Pence's~~ major professor. Van Loan later became the first president of Southwest Oregon Community College, Coos Bay. (Charleston) Van Loan when Supt. of Schools in Corvallis was one of the few superintendents who supported the <sup>area</sup> independent college districts.

In the spring of 1958 during deliberations by the Bend Dist. No.1  
 L.R "Lucky"  
 budget committee one of its members ~~Mr. F. Shields~~ Mr. Shields suggested they  
 put the college ~~xxxxxxxxxx~~ budget out as a separate item for  
 the public vote. Mr. Chandler in an editorial on Mar. 24th. entitled  
 "Good Suggestion". *Wrote!*

The budget board of the Bend school district will ~~not~~ <sup>met</sup> tonight to  
 put into final form the district's budget for the coming year.

Before taking final action the board might well consider a  
 suggestion made by committee member L.R. Shields at an earlier meeting.

Shields suggested that the levy for Central Oregon College this year  
 be made a separate item for vote. Already, apparently the decision has  
 been made to put Don Pence's suggestion for a separate day school  
 program to separate vote.

If the Shields proposal is adopted, the school budget election  
 would give the voters three different ballots to cast.

-----  
 Tabulation of the three votes would let the district board and the  
 college administration determine exactly the popularity of the college  
 program under its present form or under the form suggested by Don Pence.  
 It would then be possible to make adequate plans for the future of the  
 college on a reasonable, logical basis, instead of an ill-planned,  
 hurry-up program.

Thanks to the understanding and concern for the college by the Bend  
 District Board, the operating budget of the college was retained as part of  
 the general school budget. The new "day program" <sup>which I had</sup> suggested by ~~Pence~~ was  
 placed on a separate ballot, and it was ~~defeated~~ *defeated*.  
 In fact the ~~entire~~ general fund budget of the district was also defeated.

On May 7th. Chandler editorialized on that defeat.

#### THAT SCHOOL ELECTION

The narrow defeat of the Bend school budget---by a margin of fewer  
 than 50 votes out of nearly 1300 cast---was due to a combination of  
 several factors.

First, and probably most important, it reflects, because of the large  
 number of votes cast, a growing awareness and interest in our school  
 system.

Second, it is a pretty clear indication that a number of voters  
 are unhappy over climbing tax rates.

Third, undoubtedly some of the voters were confused, as they had  
 a right to be. Some must have voted against the districts regular levy  
 in the mistaken belief they were voting against the day program of  
 Central Oregon college. In view of the narrow reverse for the general  
 levy, it's quite possible the whole apple cart was upset by a relatively  
 few confused voters. At the same time it would be a mistake to assume  
 that the general levy was a very popular one.

Fourth, it is apparent that the empire-building ideas of Don Pence  
 and some of the faculty members of Central Oregon College are most

unpopular. Unless the college can develop some adequate long range plans and spread its base of support, its future growth is limited.  
 The large protest vote against higher taxes in itself is probably the most interesting feature of the whole election.  
 -----etc.

Complaints against higher taxes seems to be a national phenomenon of the republic since its very beginnings. Students and faculty felt that Mr. Chandler <sup>took</sup> ~~used~~ every opportunity to use the college as whipping boy and at a time when the college was very vulnerable. <sup>I felt</sup> ~~These people~~ that these <sup>adversarial</sup> ~~adversarial~~ helped promote the idea of the area college district. They served to make the Bend Dist. Board <sup>more aware</sup> that the fully developed college was too much of a burden for them alone and it caused the outlying districts to continually re-think their position and to mellow toward the idea of <sup>being</sup> included in such an area district. The Redmond Spokesman continued to editorialize on the "Need For A College District", The local Midstatesman kept up the presentation of <sup>favorable</sup> ~~favorable~~ editorials and <sup>Wm Robinson</sup> ~~Wm Robinson~~ of the Madras Pioneer moved closer and closer to the idea of looking more closely at the possibilities. The college kept sending material to all these papers <sup>as well as</sup> ~~and~~ the Prineville Central Oregonian regarding the success of local students in the college, and the use they were getting from college services.

During this period the college organizations were presenting concerts and programs throughout the area. The singing nighthawks under Dallas Quick were on the road publicizing the college and its activities. The musical Oklahoma was an outstanding success and played to full houses. ~~Pence relates~~ <sup>that</sup> ~~that~~ this is the only time <sup>I have</sup> ~~he has~~ ever witnessed "Oklahoma" where a real live horse hooked to a surrey drove onto the stage. Old Mack, the horse, was owned by Dean Hollinshead and hammed up the act just like he was born to ~~be~~ ~~have~~ a stage career. According to ~~Pence and~~ Ila Grant Hopper<sup>K</sup>, music reporter for the Bulletin, these performances were top grade and quite comperable to professional performances. In spite of all the internal and particularly outside problems the college was developing fine programs.



One of the programs that helped tie the communities of Prineville and Redmond to Bend and the college was the Practical Nursing program. All three district hospitals cooperated in a single unified program developed by the college. One headline states "Prineville Girl Top Student At College Here"

Bertha ~~Mouchette~~ Mouchette, sophomore from Prineville who carried 16 hours, earned a grade point average of 4.00 at Central Oregon College, Bend, to top all students registered for fall term. A pre-nursing major, she transferred to COC this fall from the university of Oregon.

Close behind Miss Mouchett, for high grade honors was Pauline Peotter, a Bend high school graduate with the class of 1957. She turned in a GPA mark of 3.94. She is a drama major and also carried 16 hours of work.

Beverly Fox, spphomore from Redmond and a RUHS graduate, earned a GPA mark of 3.79. Sandra Hope, freshman who was valedictorian of the Culver High School class of 1957, earned a GPA of 3.60 to make the honor roll. She is majoring in secondary education.

Others on the fall term honor roll at COC follow:

*Mary* Mary Yocom, Redmond, 3.60; Janet Cumberland, Prineville 3.54; Hubert Field, Bend, 3.50; and William Massey, Redmond, 3.50.

The COC honor roll was released today by Don Pence, Central Oregon College President.

The reader will note the diversity of majors and the representation from the communities of Central Oregon shown here.

A group from Douglas County (Roseburg) came over to visit the college and get ideas for developing a school there, Richard D. Boss, Dir. of Technical Voc. and ~~Adult~~ Ed. for the Roseburg schools led the ~~ag~~ group. ~~Pence~~ had

made a couple of presentations in the Roseburg area, prior to this visit. *one time with ord Pence,*  
*Harry Jacoby, Roseburg HS Principal: A local doctor had set up the Central*  
Enthusiasm for the new concept was growing and legislators were being pushed *meeting*

to do something about it. Al Flegel of Roseburg was chairman of the House Educ. <sup>stion</sup> Committee. in 1957.

ress was

Prog~~XXXXXX~~ being made on the home front also. A little squib in the Bulletin stated: "A meeting of the members of the Central Oregon College District Association will be held at the Redmond Hotel, in Redmond on Thursday, May 22, starting at 8 p.m. Purpose of the meeting will be to discuss long range plans for Central Oregon College, Don P. Pence, COOC president, has announced."

As indicated earlier Robert S. Johnson had been freed from his post as Dir. of Voc. Technical Ed. for the Bend High School and assigned to the college in the fall of 1957. <sup>Assistant</sup> Assistant Dean in charge of Voc.-Tech. and Adult Ed. in the college Johnson had developed a number of technical and special interest courses. This emphasis kept the college in balance as a comprehensive institution.

<sup>story</sup> A ~~story~~ in the Broadside of Jan. 27, 1958 announces "Snack Bar Now Open To Serve Students." <sup>Snack</sup> Gradually the college was beginning to look and act like a real college. ~~Penn says:~~ We had the spirit and someday we would have the campus. ~~Plans for CAC first~~

~~Summer school were being prepared.~~

*John Page sent*

2

Kellogg describes the events of 1958 - 59 as follows:

The 1958-59 academic year started out in a big way. A Bulletin editorial tells the story:

Reports of a 'bigger than ever before' enrollment at Central Oregon College this fall are encouraging. The reports are particularly noteworthy in view of the statements by the college head Don Pence last spring that the college would wither away, die on the vine so to speak, if the voters did not approve his proposal for a full-time day program. Well, they didn't, and it didn't.

Actually, the large registration only pointed up the need for a separate campus and a day program.

Mrs. Mary Brown of the Redmond Spokesman, in an editorial, urged the State Board to take serious thought on the matter of a chain of junior colleges throughout the state to fill the need for the first two years of study. She stated that if Central Oregon College could be changed to include a day program, its service could be even greater.

With these thoughts, Mr. Pence went to the 1959 Legislative Session.

A new bill was introduced in the Legislature which would allow for the setting up of "area education districts" in the State. The bill was sponsored by Senator Monroe Sweetland and J. Pat Matke, representative from Deschutes County.

Mr. Chandler continued to oppose anything that looked like aid to Central Oregon College for expansion, and the COC choir made plans for presenting another Rogers and Hammerstein musical -- this time, "Carousel."



~~Also, plans for COC's first summer school were being prepared.~~

Near the end of May, Governor Hatfield signed the bill making possible the setting up of "area education districts" in Oregon. The bill replaced the present community college arrangement.

*this years annual spring musical*  
 "Carousel" turned out to be COC's best musical yet, but less well attended than the first two. It was thought that local audiences avoided it because of its tragic theme. Nevertheless, it was another feather in Dallas Quick's cap.

~~To shift the scene from Kellogg's observations on events of 1958-59~~  
 to Events at the state level as reported in the February 3, 1959, Salem Oregon-Statesman: *following*

Legislators and educators got a preview Monday of a proposal for community colleges which could bring post-high school education to almost all areas of the State.

In the plan, presented at an orientation session of the joint Senate and House Education committees. Oregon would be divided into 15 Area Education Districts including one made up of Yamhill, Polk, Benton, Marion and Linn Counties.

Senator Monroe Sweetland (D Milwaukie), chairman of the Senate Education Committee, said he and Rep. Pat Metke (R-Bend) would introduce the bill later this week which he says will put community colleges and post-high school vocational education in Oregon on a firm and workable basis.

In the same general area of educational development, the Senate Education committee will today propose transfer of Oregon Technical Institute at Klamath Falls to control of the State System of Higher Education.

Both the Community College plan and the shift of OTI from State Board of Education were recommended by the 1959 Legislative Interim Committee on Education.

Senator Sweetland says under his plan the districts could activate themselves to provide an accessible educational opportunity for their residents. Costs would be partly financed by the state, partly by the district and partly by student tuition.

The president of the only community college operating under legislative provisions of 1957 told legislators Monday night state financial assistance and formation of an area district for support were its only hope.

Don P. Pence, head of Central Oregon College, detailed most of the problems confronting the Bend school of 353 lower division and vocational students.

Pence was one of four educators to speak before a joint orientation session of the legislative education committees at the State Capitol.

Wilmeth

Sharing the platform were O. L. Paulson, State Director of Vocational Education ; Paul Wilmeth, president of the Oregon Vocational Education Association, and Dean James W. Sherburne, head of the General Extension Division of the State System of Higher Education.

All tackled the problems of education after high school, but the problems of Central Oregon College drew the most interest from the legislators. etc.

Chandler, ever alert to dampen the enthusiasm of the local college came out with the following on February 6, 1959: (Bend Bulletin)

#### DON'T GET IT TOO SWEET

The legislature has been asked again to sweeten the pot on the present state legislation providing limited financial support for junior colleges in Oregon.

Since the only school of this kind now operating in the state is in Bend, the proposed legislation is of more than passing interest here.

As "pork barrel" politics, of course, everyone in this area should give full support to the latest proposal. But the principle must come ahead of pork.

Legislation providing for a limited junior college program has been on Oregon's law books for ten years. Two years ago a modicum of state financial assistance was provided in a bill passed by the legislature and signed by the governor.

At the time the bill was passed, several other areas of the state were waiting in the wings, so to speak, ready to start similar programs in other areas, or so it was whispered.

None, however, has started. So the state is asked to step in to provide still more financial help, in order to let other areas get similar schools under way.

The state, in other words, is being asked to sweeten the pot.

We hope the state doesn't sweeten it so much that the players get sick from too much candy.

If the pot is made too sweet the expressed fears of several members of the 1955 and 1957 legislatures -- that the program will get so attractive as to create an unreasonable additional financial burden on the people of the state-- may come to pass.

And that will not be good, for the school here or any other which might be started in the future.

Chandler was right in saying that legislation had been on the books for ten years and no area except Bend had used the permissive legislation, for any period of time (Klamath Falls for 1 year, Baker for 1 term back in 1949). Pence states that the reason they were not used extensively was because the state provided no reasonable financial assistance. "I guess if you really do not want standard accredited jr-community colleges, the best way to prevent it is provide no money or inadequate financial help". This attitude prevented their development for over thirty years (the first jr.-college legislation in Oregon was introduced by Senator Roberts in 1927).

In 1949 Senator Richard Neuberger introduced a bill which would provide for establishment of a junior college in Portland. The college to be supervised by the University of Oregon. The bill died in committee, being supplanted by Senator Austin Dunn's, which was the legal basis for starting the Bend college. The 1951 Legislative Assembly passed on the recommendations of Dr. Leonard Kooser, who had been assigned by the 1949 legislature to study the Oregon situation. Kooser recommended the extended secondary type school and this might have been used except for the fact that the bill contained no provision for financial assistance. It was quite obvious to ~~Perce~~ that areas were not going to form college districts without reasonable financial assistance from the state.

~~Perce relates that~~ A lot of wonderful things were happening on campus and in student life. An inspection of the school paper "Broadside" shows many weddings taking place. Apparently some of the students had time to engage in activities other than politics and school finance. William "Bill" Hudson, Dean of Student Services helped students form a Circle K Club (Kiwanis). Vance Peavy, psychology professor, heads the Central Oregon Mental Health group. Louise Jennings, English professor takes leave of absence to teach at Whitworth College. Phillip Ryan, professor of physics and engineering takes leave to work for the U.S. Navy in classified electronics program. All those on leave returned to their positions the following year. ~~Perce states that~~ The professors named above were all outstanding individuals in their chosen fields and as fine as you could find on any college or university campus. Exhibits were prepared for the area fairs and a state fair exhibit was also developed advertising the concept of community college. William Loomis and Paul Wilmeth did most of the work on this booth.

The practical nursing program became increasingly popular in the area and proved to be of great benefit to the area hospitals.

The convocation speaker for 1959 was Rep. Shirley Field from Multnomah County. Her address was entitled "Keep the World Whirling".

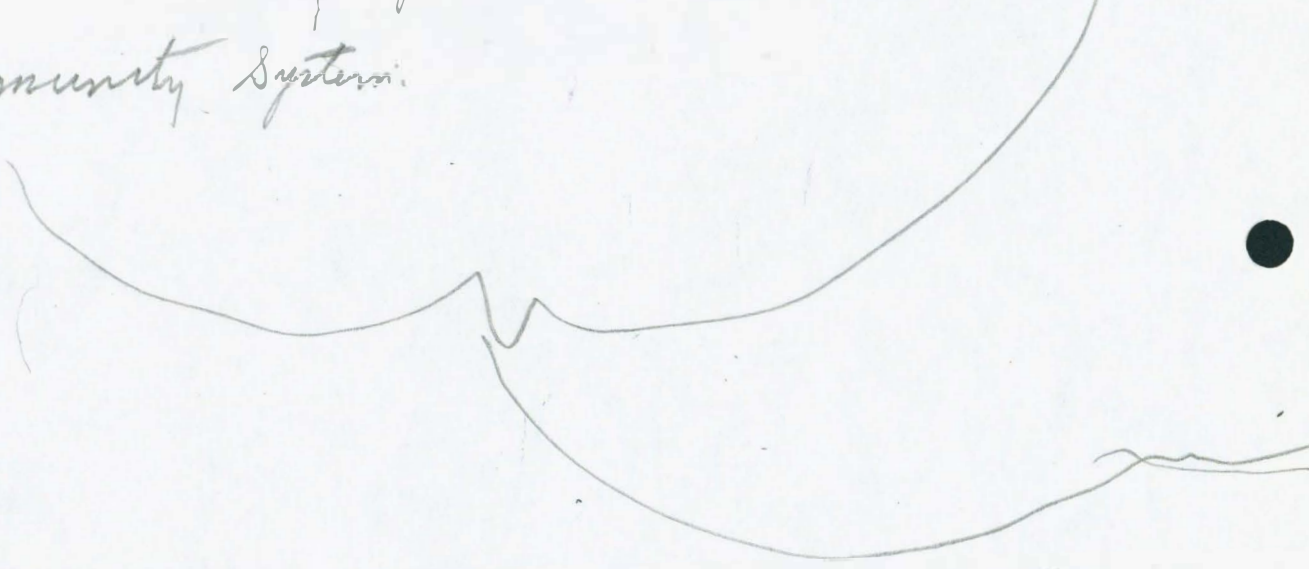
The college announced its first summer session. Charles Wacker, who had joined the college staff in 1958 as professor of secretarial science, was appointed registrar for the school.



In July <sup>D</sup>allas Quick presented a community musical "Annie Get Your Gun", using a number of local adults as well as college students. It was quite ~~a~~ successful. Fred Stenkamp, first student body president and now a Fulbright Scholar, graduated from the University of Oregon with honors. Fred as indicated earlier in this history attended the Rhenish Frederick William University of Bonn, Germany on his Fulbright Scholarship.

All in all the college was flexing its muscle and showing to the world that it was rapidly becoming a first rate institution with or without buildings.

my doctoral dissertation "CRITERIA FOR  
A SYSTEM OF AREA EDUCATION DISTRICTS  
FOR THE STATE OF OREGON" was completed  
May 18 1960 - & was published by the State  
Dept of Educ & delivered to every State Legislator.  
It provided, to a large degree, the guidelines & rationale for  
legislation that implemented the present state  
community system.



CHAPTER IX  
STRATEGY AND COUNTER STRATEGY  
1959-60 & 61

The area education district law became effective July 1, 1959, and the Bend Jaycees prepared to circulate petitions for a college district vote. They were assisted by J.C's and Chamber of commerce in the other communities.

*Para*  
The papers were filled with wedding announcements, speeches ~~pre and~~  
~~con on the college-area proposition,~~ Meetings were being held in the  
~~various communities to discuss the new college movement.~~ One wedding  
of special interest was that of Tom Rose and Doreen Cyrus. Both had  
carried leading parts in the musicals the college had been presenting.  
Their wedding story carried in the Redmond Spokesman of Sept. 17, 1959  
was quite long but one unusual thing took place: "Stanley Hansen was  
organist. Rev. Penhollow sang "The Lord's Prayer." The groom sang "If  
I Had a Thousand Lives" and the bride sang "I'll Walk Beside You."  
Another story announced "COC President granted leave to attend <sup>Oregon State University</sup> ~~rose~~!"  
Pinckney was to ~~xxxxxx~~ be acting president during the week and Pence  
would assume the duties on the week ends.

*Para*  
In the spring of 1960, <sup>Orval</sup> Pinckney ~~xxxxxxxx~~ was appointed chairman  
of Wayne Morse's campaign in the 1960 presidential preferential primary.  
It was announced ~~xxxx week~~ from the Democratic U.S. senator's Portland  
office. Orval J. Hansen, librarian at the college, announced his  
candidacy ~~xx~~ to seek a seat in the Oregon legislature. William "Bill"  
Hudson, college geology <sup>professor</sup> ~~xxxxxxxx~~ and Dean of Students completed a  
study of underground water in Central Oregon. *He also became a*  
*member of the Bend City Council & Chairman of the United Fund Drive*  
Kellogg gives a good description of ~~xxxxxx~~ the events of 1959-60: 60-61



At the beginning of winter term, President Pence returned to his office.

In March, <sup>2</sup>he filed petitions with the State Board of Education to set up a community college district which would include Deschutes, Crook and Jefferson counties. The petitions contained 616 signatures in all.

At the same time, Henry Hansen of Coos Bay also filed petitions to establish an area education district in Southwestern Oregon to be composed of Coos and Curry counties, Douglas, and western Lane and

western Josephine counties.

May 23, 1960 was set as the date for a hearing on the boundaries of the proposed Central Oregon Area Education District. The hearing was to be in Redmond as the most centrally located town. Several members of the State Board of Education were to be in attendance.

Testimony from all who wished to give it was recorded on tape under the supervision of Oscar Paulson of the State Department of Education. Nearly thirty persons expressed their views and nearly all the views were favorable to the establishment of such a district. However, a group from Madras was very emphatic that someone else besides Jefferson County should pay for it. The delegation from Madras felt the school was too far from them and that not enough of their students would benefit. Sumner Rodriguez, a Madras attorney, admitted that the Madras population would be influenced by the location of the school. If the school were moved to Redmond, he said, they might change their minds.

President Pence did not feel that the location of the school was the big issue. The matter of location could be decided after a scientific study of the best sites for the school.

These were exciting days and those of us who were privileged to be in on them from the start felt ourselves fortunate indeed.

Some felt that it was very fortunate that Mr. Chandler was away from Bend during this period. He had accepted an offer of a position on a Los Angeles paper and had left the Bulletin in the hands of Glenn Cushman. Mr. Cushman gave the college the support it needed at this particular time.

Following the hearing in Redmond, the mayor of Redmond offered

land near the Redmond airport as a site for the new campus, and also an alternate site on a hill south of Redmond.

All through the summer months there were meetings in the various towns of Central Oregon to discuss the college district. Opposition developed in Prineville and plans were made by some Prineville and Madras people to file an injunction to keep the community college measure off the November ballot.

*out* ~~President Pence~~ took time out in June to receive his degree from Oregon State University, then rushed back to Bend to continue with meetings and discussions for an area education district. The discussions became quite warm at times, particularly over suggested locations for the college.

The State Board of Education finally decided to delay action on the proposed district until after the 1961 Legislative Session. The State Board also deferred action on Southwest Oregon's proposed area education district.

Rupert Park, a Redmond attorney, explained that the postponement was requested so that changes could be made in the college district law; otherwise, the State Board would have set the boundaries of the district and it would have gone before the people at the November election.

It was ruled later in the summer that the Redmond hearing on the college district was illegal because it was attended by only one State Board member. It was ruled that a majority of the members needed to be present.

In the fall of 1960, a tri-county study group was formed to study the future of Central Oregon College. This committee gathered members as the months wore on. Many hours were spent at breakfast meetings by



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2F ✓

these business and professional men of the community, along with ~~myself~~ ~~Don Pence~~, in searching for answers to the many problems confronting the area on the college district proposal.

In the meantime, another site became available for the college campus: a 52-acre site at the base of Pilot Butte. The State Highway Department had made it known that it would be offered free of charge should a college campus be authorized by the State.

~~The following~~ <sup>Appendix</sup> editorial in the Bend Bulletin of Sept. 19, 1960 describes the

Pilot Butte site possibilities very well. *(See Appendix —) Mr Chandler supported this site & recommended private money be raised to start the program.*

## *Wanted: a man or men with \$200,000 to put up the first building for COC*

There's a new idea circulating in Bend concerning the future of Central Oregon College.

And, it is an idea that will meet with approval in Madras, which has pretty well demonstrated that it doesn't want any part of an area college district.

The idea is simple and basic.

It is that the college be constructed on free land out near Pilot Butte with money obtained by gifts.

This plan would drop Madras and Jefferson County as members of any Tri-County college district. Those people don't want it anyway and have been saying so in fact the past six months.

There is about 60 acres of land in two parcels near the water tower on the side of Pilot Butte. The land belongs to the State Highway Department. It overlooks Bend and has a fine view of the mountains. It looks like an ideal site for a college campus.

About two years ago, Carl Erickson, Bend groceryman, suggested that college officials consider that site. Then the other day, Ewart Jewell, Bend School Superintendent, said the

same thing.

In view of the fact that a Tri-County district is almost certain of failure, this new proposal has generated interest in Bend.

Don Pence, President of Central Oregon College, thinks it is just great. But Pence is interested mainly in getting a campus for his college.

How this is done is of concern of course, but Pence's main interest lies in the college, as it should.

The land involved could probably be gotten from the State on a trade basis.

The money is another thing. What will be needed is a man or men who are willing to put up from \$150 to \$200 thousand dollars to get the first building up.

After that, the possibilities are unlimited.

With one building up, it might be that the State of Oregon would finally take over Central Oregon College, and build the rest of the campus.

This idea is worth consideration. Other colleges build their campuses through gifts. Why not Central Oregon College?

*Appendix*

Friction was building up internally among the faculty, but Dr. Pence was so busy with his outside promotional work for the college that he didn't take it seriously. This gathering animosity was directed towards the Dean and did not, at that time, include the President.

In December, the COCC choir presented "Amahl" to the Central Oregon community. Admission was charged for this first performance, but in succeeding years it was offered to the community as the school's Christmas gift. It was presented around the area in turn. It was very beautifully done, as were all choir performances under Mr. Quick. When it was finally discontinued disappointment was felt throughout the area.

In the 1961 Legislative Session, more pressure was applied to obtain financial backing for community colleges.

Oven Panter, a Bend attorney, joined the delegation which was making frequent trips to Salem for this purpose.

*This page out*

*assorted*

The writer must mention that during this time the opposition was also very active but their tact had changed from philosophy to finance and location in each area with potential for a college. Some felt the state should pay all construction costs as well as a goodly portion of the operating costs. This change of focus brought local area groups together in planning for the future. The active participation of local citizens through their chambers of commerce and other organizations gave support to their elected representatives in the legislature. A much broader spectrum of the general population now gave the nod to the legislators to finish the job and cooperate in setting up a viable system of locally controlled area colleges.

In Central Oregon citizens such as Sumner Rodriguez, L. G. Kinkade, Millard Eakin Bill Robinson, of Madras, James Minturn, Richard McRae, Stewart Shelk and Dick Hoppes of Prineville, Rupert Park, John Berning of Redmond and Owen Panner, William Miller, Web Loy & Pat Metke, <sup>Gordon McKay & Bert Major</sup> of Bend. These people and others worked with the Central Oregon legislators and school people to put together the final touches for the 1961 session. One of the concerns ~~was~~ *had been* that the board be elected from zones rather than at large. Senator Boyd Overhulse was elected President of the Oregon Senate, which had given the movement an inside track. Senator Harry Boivin had secured passage of his dream of a state supported school in Klamath Falls which now left him free to also work to help the community college movement.

Over the years the college had invited commencement speakers who had been actively engaged in the movement or in some cases persons whom the college administration hoped would become supportive. It is very difficult for a politician to come into an area and speak against the felt interests of the citizens of that area. This is perhaps a backhanded way of conversion. The college mixed out of area with area persons in making these selections. Sumner Rodriguez <sup>of madras</sup> had been the commencement speaker for the 1959 convocation.

1960 (?)



While the opposition was at work in Central Oregon it was also at work in other areas. ~~The following editorial of February 23, 1961 explains the basic philosophies involved.~~ Senator Chapman of Coos Bay introduced the last attempt to put the junior colleges under the State Board of Higher Education. The second bill was one introduced by Senator Dan Thiel of Astoria and represents the last attempt by the Superintendents of public schools to place the colleges under the local school districts (extended

secondary type) and of course the twin bills presented by the Central Oregon delegation and supported by the vocational-technical directors in the local high schools including Astoria where Richard Boss, formerly of Roseburg was now Voc-Tech Director. ~~Pence~~ <sup>we</sup> and Pinckney worked with Boss, Dr. Palmrose of Astoria and Richard Gertula of Brownsmead in making presentations before the Astoria Chamber of Commerce. ~~They~~ <sup>we</sup> also appeared on local radio stations in opposition to D.V Olds then Superintendent of Schools at Astoria. A Bend Bulletin editorial of February 23, 1961 discusses the three basic bills introduced and their divergent philosophies. ~~This editorial follows:~~

See Appendix

## *Sen. Chapman's ambitious bill is just the ticket, but it may be turned down*

Where do community colleges stand so far at the legislature?

Are they going to get more state support? How about buildings? And, why the hodge-podge of bills on these colleges? What do they mean?

At this juncture it is somewhat difficult to tell just what is in store for community colleges, of which Central Oregon is one. For certain, nothing will be taken away. Rather, there is likelihood that more state funds will be made available.

There is even a long-shot chance, and it's pretty long, that the state might take them over in full.

There have been three bills introduced concerning community colleges. The first was the Overhulse bill, introduced by Sen. Boyd Overhulse in the senate and by Rep. Ben. Evick and Rep. Kessler Cannon in the house.

It provides mechanics for forming area education districts and appropriates \$2,030,000 for community colleges in four counties, Coos, Deschutes, Multnomah and Clatsop. Generally, this would mean added state support money to Central Oregon College.

The second bill was introduced by Sen. Dan Thiel of Astoria. Thiel's bill will enable first class school districts to start community colleges. It also provides state support monies in excess of what Central Oregon College now receives.

The third bill was introduced by Sen. R. F. Chapman of Coos Bay. The number of the bill is SB 421. This is by far the most comprehensive of the

three introduced. It will also be the most difficult to pass.

Basically, it puts the state completely in the community college business. It provides that community colleges be set up in Deschutes, Coos and Clatsop counties under the State Board of Higher Education. It provides over \$3 million dollars as a starter to construct buildings and hire educators.

This is a fine bill. It would mean that Bend School District would no longer have to furnish over \$100,000 per year to Central Oregon College. The state would take over these colleges, as it should.

There are, however, two problems. The State Board of Higher Education doesn't want to supervise community colleges. But the State Board of Education does. This portion of the bill could be changed.

Mainly however, passage of the Chapman bill may be progress at too fast a clip. Everyone knows that the state will eventually take over the junior college field. Whether or not the legislators are willing at this time remains to be seen. We can only hope that they are.

The chief danger appears to be in clouding the community college issue with too many bills.

Often, in the final hectic days, legislators throw up their hands and table those bills they don't consider to be of major significance.

We hope this doesn't happen to Sen. Chapman's bill.

to  
Appendix

occur

~~Pence~~ ~~xx~~ tells of an interesting little episode in the life of a lobbyist. In lobbying the 1961 bills (buildings were separate from operation) he approached a Senator ~~xx~~ (who shall remain unnamed) whom ~~he~~ had saved until the last. ~~He~~ felt ~~he~~ had 100% up to this one. He approached the Senator and started his pitch, the Sen. stopped ~~him~~ short and said "You know whats wrong with this world now, Theres too damn much education", ~~xxx~~ That ended that session as the Senator wheeled into the chamber. ~~Pence~~ talked to Sen. Pres. Overhulse and ask him what he could do. Overhulse said: " He owes me a vote, I'll talk to him". As ~~Pence~~ and others sat in the gallery and check<sup>ed</sup> off names as the Senators voted it happened that the bill for buildings came up first. Our Senator gave a resounding "yea" and then the bill for operation of Jr-community colleges followed and the Senator gave a resounding ~~xxx~~ "nay". He had paid his debt and that was that. ~~Pence states that~~ this horse trading on votes is a very significant feature in ~~xxx~~ getting legislation passed.



Chandler in a Bulletin editorial of Mar 5, 1961 reviews the situation following the passage of the twin bills introduced by the Central Oregon delegation. (Senate Bills 422 and 440) We must emphasise at this point that the passage of these bills was more than a victory to gain state support for both operation and for buildings but even more important this was a philosophical victory. The decision had finally been made that community colleges would be comprehensive institutions, that they would be independent districts under their own boards, with both the State Board and the State System of Higher Education in advisory rolls academically, with reasonable state support for operation and buildings, and finally would be formed on the basis of trade territory rather than a consolidation of secondary districts for college purposes. The Bulletin editorial follows:

*is presented in appendix* ————— )

See Appendix

## *24. Bend Bulletin* *March 5, 1961 (Friday)* **Added state support for COC should make formation of a college district easier**

Well, the battle is over. At least, one phase of it is over.

The legislature did finally approve additional state support for Community Colleges. Now all that is necessary is a signature on Senate Bills 422 and 440 by Governor Mark Hatfield.

These bills provide essentially that the state provide two-thirds of the money needed for operating costs and 75 per cent of the money needed to construct buildings. This gets the state into the junior college business on a full-time basis.

In the case of Bend it means this: The state will add about \$55,000 next year to the over \$60,000 it had been giving COC for operational expenses. This \$55,000 can then be subtracted from the approximately \$110,000 that the old Bend School District has been giving to the college as support.

This savings of about \$55,000 can then be deleted entirely from the new Deschutes District No. 1 budget, or, it can be used to support the primary school system, or, it can be given back to COC to use as a base for starting construction on the first college building. The decision on this money must come from members of the new Deschutes No. 1 School Board.

There are other, and more important problems to solve.

The first is establishing a location for the college. Bend has land, 80 acres of it, ready to donate to a college at the base of Pilot Butte. Redmond, during discussions last year, offered land and made a determined bid to secure location of the college there.

This will be up to the State Board of Education. A decision should be requested at an early date.

Another problem, and this ties in with location, is that of forming a new

college district.

Legislation was passed two years ago authorizing the founding of "area" college districts in Oregon. In Central Oregon, attempts to form a Tri-County district, composed of the counties of Deschutes, Crook and Jefferson, failed last year.

It failed because leaders in Crook and Jefferson counties didn't want to be saddled with a tax bill for a college which they claimed was too far away for utilization by their youngsters. Because of this opposition, residents of Central Oregon didn't get a chance to vote on an area college district. Proponents in Deschutes County did not force a vote out of deference to their friends in Crook and Jefferson counties. The vote probably would have failed anyway.

The situation has changed with passage of Senate Bills 422 and 440. With the State of Oregon now providing the major share of the costs for a college, those in Crook and Jefferson counties who previously opposed an area district, may reconsider in view of the fact that the tax bill will be negligible. We hope so, because no matter where the college is located in Central Oregon, it will be of great benefit to all youngsters of this area, especially as a day school, which it will soon become.

The legislature has been most kind in providing the monetary tools with which Central Oregon College can finally start to realize its potential.

The thing to do now is to ask the State Board of Education to name a college site, as the law provides, and then get on with an area college district.

The sooner, the better.

99

+2

As indicated earlier ~~Pence~~ and Pinckney had been working with National Congressman Al. Ullman, who had continued to introduce legislation into the federal congress. Ullman needed help to get these bills out of committee. This was before the days when many other college presidents and the American Association of Jr-Community Colleges got into lobbying the federal government for assistance. Pinckney had conducted the state campaign for Senator Wayne Morse, who was successful. After the election Morse invited Pinckney to join his staff in Washington as researcher and speech writer. Pinckney ask for and received a years leave of absence to work with Senator Morse. One of Pinckney's private assignments ~~from Pence~~ was to convert Morse to not only supporting community colleges but actively work for federal legislation. The work of Pinckney with Senator Morse began to pay off. The following excerpt from the Congressional Record -- Senate states:

Mr. Morse. Mr. President, I ask unanimous consent that a January 24, 1962, letter from the president of the Central Oregon College, a community college serving central Oregon at Bend, be printed in the Record, as follows: (See appendix A)

At the end of the letter Senator Morse said:

Mr. President, I wish to make clear that I am a strong community college man. I am a great advocate of community college centers, particularly for the liberal arts courses, which make it possible for young men and women to live at home, to engage in some part-time work at home, and yet to get a start on their first college degree.

Senator Morse in further remarks complimented the State of California for their fine community college system and Senator Kuchel of California responded and spoke in glowing terms of what a good junior (community) college system can do for state development. (See Appendix A) 7

Morse later working with Representative Edith Green of Portland, Oregon, began to crack the surface at the federal level. State Superintendent of Public Instruction, now Dr. Leon Minear, along with William Loomis and others in the Oregon State Department of Vocational-Technical education also assisted in selling the idea of the comprehensive community college in Washington D.C.



1961-62

100

1961-62

This was the last year that the college operated under the Bend District Board.

The bill ~~was~~ passed the house and senate in 1961 with almost <sup>only 2 dissenting</sup> ~~unanimous approval~~ <sup>votes in the Senate on operation & one dissenting vote on buildings</sup> to ~~was~~.

Senate Bill ~~440~~ <sup>440</sup> for buildings and Sen. Bill ~~440~~ <sup>440</sup> for operation. ~~SB 440~~ would pay ~~75%~~ <sup>75%</sup> on buildings and ~~SB 440~~ <sup>paid</sup> would pay ~~2/3~~ <sup>2/3</sup> on operational costs. Student tuition and the local district picked up the balance on operation and local district alone paid the balance on buildings through, in most cases, a local bond issue.

This was the day the state had been waiting for and several communities began the formation of area districts. ~~Southwest Oregon Community College SWOC~~ Southwest Oregon Community College SWOC was the first to be approved. ~~and~~ <sup>Chloris was next</sup>

~~and~~ and the Central Oregon area was third ~~and~~.

These were joyous days of celebration for those who had successfully lobbied the various bills up to the present concept. Passage of area district proposals <sup>were</sup> ~~was~~ easier because of the continued publicity over the years. Most of the people over the state could see the ~~advantage~~ <sup>advantage</sup> of the new intermediate college with its broad curriculum and services ~~to~~ to the area. Location of the central campus was still a problem in all areas and new battles ensued. The new battles were on 'where' and not 'whether' to have a college. The <sup>23 area</sup> districts that ~~Pence~~ <sup>in my dissertation</sup> had suggested were quite large in some cases reaching up to 10,000 square miles in the desert areas of Eastern Oregon and then the question of whether the coastal centers like Coos Bay (actually Charleston) should include territory East of the coastal range, or should they stop at the summit and separate colleges be formed in Roseburg, Eugene, Corvallis and the Salem area.

~~Pence had separated East & West at the crest of the Coastal Range.~~ <sup>Most of the area promoters settled for crest of the Cascade Range.</sup> ~~for their East border (Willamette Valley & Coos Bay).~~ The only areas that were not eventually included in an area district were; The extra large and sparsely settled Southern Lake Co., ~~and~~ Malheur, Harney, <sup>Wheeler</sup> ~~and~~ The Dalles area and the Tillamook area.

Under ~~the~~ the new state support law, petitions were again being ~~circulated~~ <sup>circulated</sup> in Central Oregon. Five hundred signers were needed before they could be sent to the State Board.

As indicated earlier there had been quite a bit of jockeying around by the four attorneys representing Redmond, Jefferson, Crook and Deschutes Counties. Hefferson asked to include all of the Warm Springs Reservation since the headquarters was in Jefferson County. This did help make Redmond the unquestionable center geographically and added some additional credence to its being the population center. Panner in counter action suggested the inclusion of Norther Lake and Northern Klamath. Basically the towns involved were ~~Silver Lake, Chemult, Gilchrist~~ <sup>XXXX</sup> Gilchrist <sup>in Klamath Co.</sup> & Crescent. The line ran just North of Chemult. In Lake County the line ran just North of Silver Lake but did include Fort Rock, <sup>the Christmas Lake area.</sup> Silver Lake was not included in the original petition to the State Board and it was inadvertantly left out of the ~~dixie~~ area district ~~xxxxxxx~~ when the State Board approved the boundaries. Silver Lake should logically have been included, ~~states Pance~~ <sup>since the</sup> ~~delegation from Silver Lake ask to be included.~~ <sup>XXXX</sup> ~~Pance makes the following observations:~~ " next page-----

*this district when finally formed contained 9,565 square miles.*

One of the most interesting things about the hearing of some four to five hours was that no one spoke against having a college. The only argument was where to put it. The long battle had been won.. All were ready to accept the idea, but grumblings still remain, on occasion, over the location. Rodriguez still says to ~~Pence~~ <sup>MR</sup> when they happen to meet: "I still say its in the wrong place". Stuart Shelk of Prineville has somewhat the same feelings; however both of these men have been continuous and diligent supporters of the college over the years.

Anticipating a struggle over site, since every community including Powell Butte had offered good sites to the college. ~~Pence~~ <sup>2</sup> had, in addition, secured an option to buy 2400 acres NW of the Deschutes junction seven miles north of Bend. (The area surrounding the large butte in between the old and new Redmond highways) It was too late; Redmond turned it down earlier when they thought they might get the site at Roberts Airport designated. Bend was not interested after the state board had acted recommending "in the vicinity of Bend". Eight sites were eventually made available within the immediate vicinity of Bend, but that is a later story.

102

~~Kenaga tells the story of the state Board Hearing~~

The proposed boundaries of the district included all of Deschutes, Crook and Jefferson counties, the entire Warm Springs Reservation in Wasco County, and parts of Klamath and Lake counties.

The 1961 commencement exercises saw the use of full academic regalia for students and faculty. This made graduation a very impressive affair and very colorful, and was another step forward in COCC's advancement.

In July of 1961, the petitions to form an area education district were delivered to the State Board.

Coos Bay voters had already voted in favor of setting up an area district but there were reports of problems in that area. As a result of the Coos Bay vote, two districts were petitioning to be excluded from the district. However, they did now have a junior college and Dr. Wendell Van Loan had been named its first president.

The date of September 19, 1961 was set for a public hearing on the proposed Central Oregon Area Education District. Much interest was generated in anticipation of the hearing and when the date arrived the Bend Senior High School auditorium was again packed. It was a long-awaited occasion, and it was estimated that 1200 persons were in attendance. This was the largest audience that had ever gathered for a local school meeting.

Thirty-seven persons offered testimony.

Rupert Park, Redmond attorney, made a strong bid for the college to be located in Redmond. Owen Panner, Bend attorney, made an equally strong presentation for Bend.

The surprise of the evening was a large delegation from Fort Rock, Silver Lake and Crescent, who indicated they wished to be included in



the district.

A humorous note was injected when Bill <sup>Baer</sup> ~~Boer~~, a Bend citizen, closed the meeting by saying Bend should be the home of the college because "the water here is the best in the world!"

Dr. Leon Minear, State Superintendent of Instruction, announced that a decision on the location of the college would be made October 18, at the State Board meeting.

In the meantime, editorials came fast and furiously in the area newspapers. Robert Chandler's position on the Los Angeles paper had ended and he was back in town to jump right into the thick of things.

Fall enrollment for COCC was reported as 445, which was up considerably from former years.

The October 19, Bend Bulletin headlines were bold and black:

#### BEND SITE SELECTED FOR COC LOCATION

The State Board was unanimous in its decision for a Bend site for the college.

Seven zones were approved with a district director to be elected from each zone as follows:

Zone 1 Jefferson County and that part of Wasco County that is the Warm Springs Reservation.

Zone 2 Crook County.

Zone 3 A joint zone with one director elected at large in zones 1 and 2.

Zone 4 and

Zone 5 Bend.

Zone 6 Redmond area.

Zone 7 Deschutes County excluding Bend and Redmond, all territory in Klamath and Lake counties included in the petition.

The Silver Lake area was not included in the original petition

and was therefore not included in the district. This was an oversight which has always been regretted.

It was a long, hard battle. Redmond and Madras fell in line with good grace.

Ahead was another long struggle in the search for a site and the building of a campus. But that is another story.

First, had to come the election approving the district and the choosing of directors for the Board of Education.

During those early years two men stand out as the chief proponents locally in aiding ~~Pence~~<sup>me</sup> during during the discouraging years. They were William Miller and Webster Loy. Miller attended state meetings and along with other like minded citizens began to put the organization together. Loy, who was Secretary for the Bend Fraternal Order of Eagles, kept beating the drums locally. Both men were the principal founders of the Central Oregon College Foundation and each served as president of that organization.

A third man played a very significant roll, not generally known, and that was Henry Fowler, long time assistant editor of the Bend Bulletin and later as owner of Fowler's Print Shop. ~~Pence and~~ Fowler had a long association going back to when ~~Pence~~ first arrived in Bend in 1946. ~~Pence~~ says: "Fowler was a man in whom you could place your complete confidence. When I had problems that seemed imponderable, I would go to Henry Fowler and ask his advise and counsel. Fowler always had time to listen and always gave a suggestion as to how to proceed. To Henry Fowler I owe an eternal debt of gratitude for seeing me through the many chuck holes and washed out bridges along the road to creating a community college system for Oregon."

~~Pence~~ continued working with the local Central Oregon planning group, making speeches locally and state wide and then in the summer accepted an assignment from Oregon State University to assist in conducting a workshop at the university in community college organization and curriculum.

As the junior college movement moved into the final stage prior to the formation of the Central Oregon College District, another person appeared to become a prime mover and with whom ~~Pence~~ spent many hours discussing problems and possible solutions. This was Rupert Park, Redmond attorney and chief spokesman for the Redmond group. Park was totally supportive but his big initial drive was to see the college campus built in Redmond. ~~Pence~~ feels that, if the college had not already been operating for eleven years within the Bend District, that Redmond might well have been the site chosen, because of its central location. The Redmond World War II Air Base was offered. At that time the military barracks buildings were still intact and many of them usable. In spite of Park's eventual failure to bring the college to Redmond, he remained a loyal supporter. In fact he



later stated publicly, "even though I have lost this battle, I will continue to be a loyal supporter of Central Oregon College". John Berning, Redmond, City Engineer, worked with Park in promoting the Redmond site.

~~Pence states that~~ While we are passing out bouquets <sup>I would state that</sup> many people played key roles on both sides of the legislative fence. Those who developed and promoted the legislation and those senators and representatives who carried the bills in the two chambers. This included all Central Oregon legislators and an increasing number of others as time moved along.

The 1961 commencement saw the use of full academic regalia for students and faculty. This graduation was a very impressive affair and very colorful, and was another step forward in COCC's advancement in the world of academia, according to Pence.

Things were moving ahead on campus. The COC choir was still making great strides musically and a new first was announced in the formation of a Greek Letter Fraternity - Omega Phi Kappa. Pinckney was selected to be the groups faculty sponsor and advisor. Another special feature that had developed over the years was a pre-convocation dinner honoring the guest speaker and to which all faculty members and their spouses were invited. This gave the faculty an opportunity to get acquainted with the speaker and vica versa.

The Associated Students of COC, working with Bill Hudson, Dean of Student Services, started what became the "annual end of school picnic" for students and faculty. The pot luck picnics were held at the upper meadow at Shevlin Park. The afternoon was spent playing soft ball and general socializing. The liquid refreshments were furnished by the ASCOC.

With the possibility of several community colleges in the state under the 1961 legislation the need for greater coordination and the machinery for expediting state payments on operation and campus construction. Also, since under the new law, the community college course and instructor approvals did not fall within the jurisdiction of the General Extension Division it was necessary to develop a coordinating council representing The State System of Higher Education, the State Board of Education and the community colleges. In a parallel move a coordinating council was formed with Dr. Miles Romney and Ethel Kahahanni from the Chancellors office, Dr. Robert O. Hatt<sup>ON</sup> from the State Department of Education and a representatives from the State Association of Community Colleges to sit on a council on course approvals, faculty standards and all other relevant matters.

1962

The district vote was set for January 30. The election was awaited with great interest and excitement, and even a little worry as to whether the voters would give the district the go-ahead. All would-be directors had filed their petitions in plenty of time. Seventeen men had entered the race, including Robert Chandler of the Bend Bulletin.

January 30, 1962 was a red-letter day for Bend and Central Oregon College. The vote was overwhelmingly in favor of establishing the district. The final count was 4692 votes in favor and 1362 against. Crook County was the only area that failed to vote in favor of the district.

Directors were elected as follows:

- Zone 1 William Robinson, Editor of the Madras Pioneer
- Zone 2 Richard McRae, Prineville accountant
- Zone 3 Stuart Shelk, Prineville businessman
- Zone 4 Owen Panner, Bend attorney
- Zone 5 William Miller, Bend businessman
- Zone 6 Rupert Park, Redmond attorney
- Zone 7 Robert Chandler, editor and publisher of the Bend Bulletin

The first board meeting was set for February 21 in the Bend High School library.

Owen Panner was elected the Board's first chairman and ~~Dr. Pence~~<sup>Dr. Pence</sup> was named president of the college and also clerk of the district. The

president's secretary was appointed to take minutes of board meetings.

William Loomis of the State Department of Education administered the oath of office to each board member.

Next came the hunt for a site for the college. Three Bend sites from the eight made available were considered seriously - the Pilot Butte site; the first Awbrey Butte site (area north east of the top of Awbrey Butte), consisting of land offered by Mr. & Mrs Robert Coats; and a site south of Bend, offered by Mr. William James, along the east bank of the Deschutes River. The site eventually chosen for the college was not among these offers.

Pence tells the story of how the present college site was injected into the review. <sup>15 of interest</sup> Several years previously ~~Pence~~ <sup>83</sup> and Norman Whitney, <sup>may</sup> his replacement in the music department of the Bend Schools, had hunted deer on the west slope of Awbrey Butte. As ~~Pence~~ <sup>3</sup> sat there eating a sandwich on top of Awbrey Butte <sup>15</sup> he noticed the magnificent panorama before <sup>me</sup> him. Coats Coats had offered the area north and east of the butte. It was flat and would have presented easier building but had no view except a little to the south east over the city of Bend. ~~Pence~~ <sup>9</sup> announced to the Board when they were on top of Awbrey with the architects that <sup>9</sup> he had a fourth site <sup>9</sup> ~~he would~~ <sup>9</sup> for them to view. <sup>9</sup> He led the group down the slope to the west, except Mr. Chandler, who said he already knew where ~~Pence~~ <sup>9</sup> wanted the college (he was thinking of the Pilot Butte site) and did not make the trip down the slope. About half way down the slope Mr. Unthank and Mr. Wilmsen, architects, turned to <sup>me</sup> ~~Pence~~ and said: "why did you show us those other sites, this is so far superior". The architects conferred and decided that this site had possibilities for a very unique college setting and they all agreed that this was the place. They conferred with the remaining board members and pointed out the possibilities.

There was just one problem - Mr. Robert Coats had not offered that site to the college and when Pence approached him he said: "I did not give you permission to trespass on that property". "Thats my very best building land and my wife and I hope to build our dream house on that slope". To make a long story short Rupert Park, now a member of the Board, and ~~Pence~~ <sup>9</sup> spent several months discussing and negotiating with Mr. & Mrs Coats, who finally agreed to give the college eighty acres plus forty more he would



In 1962, C. K. Patterson was President of the Associated Students of COCC and as student body president played a significant role in college development. In the following incident "Pat" Patterson showed very mature judgment in handling a delicate situation involving free speech. Don Hamerquist of the Focus Club of Reed College had requested the associated students to permit the number one communist Gus Hall to make a speech on campus. The following letter speaks for itself: (For complete letter see "Exhibit" B)

Dear Sir:

In reply to your letter of January 26, 1962, I must first apologize for the delay. Our concern for an election setting up a college district here made all other matters secondary.

Although I heartily endorse the principles of free expression in ideas and intellectual freedom in general, I cannot accept your generous offer. In my opinion, Gus Hall has denied himself the right to speak before a public gathering. In advocating the violent overthrow of the very government which allows him intellectual freedom, Mr. Hall has demonstrated his disrespect for that freedom. Therefore, I consider it necessary and right that the associated students of Central Oregon College assist Mr. Hall in removing this principle from his personal cognizance.

If in the future a knowledgeable speaker is available to discuss communism in its proper form as a theory of government, please give us the opportunity to hear him. In the case in point, it is not to the subject but to the speaker that I object.

In order that you should have recourse to other groups or authorities, you should know that this is the opinion and decision of the student body president with the endorsement of the student council.

Yours truly

C. K. Patterson

President, ASCOC

c.c. Dr. Don P. Pence

Situations like this are very difficult for the college president to handle lest he be accused by the students and/or the faculty of denying free speech. Thank God for students like Pat Patterson.

117  
302

CHAPTER XII  
SAILING ON UNCHARTED SEAS

1963 -- 64

The winter months were given over to the construction of <sup>the</sup> road up the side of Awbrey Butte to the new campus site. ~~It was built without cost to the College by the State Highway Department and Deschutes County.~~ Kellogg recalls events of 1963 as follows:

By this time, there were four community colleges in Oregon plus two vocational technical schools. These six schools went together to form a state community college association. This association was to consist of four sections: administrators, board members, faculty and other staff, and students. ~~Don Pence~~ <sup>8</sup> was elected first president of the association and <sup>9</sup> he did much towards getting the association organized and functioning.

The association met for its first annual conference in May at Clatsop College in Astoria. It has now grown to the point where it employs a full-time executive secretary to look after the interests of the association.

In May, architectural plans were completed for COCC's first building phase consisting of four classroom buildings.

In June, bids were opened for construction of these buildings. The contract was awarded to E.E. Steinlicht Construction Company of Bend. The low bid, submitted by Steinlicht Construction Company, was higher than the amount of money available so it was decided to leave the fourth building unfinished on the inside and to pick up the finishing of that building in the next building phase.

~~Pence injected at this point~~ an interesting comment that came back to ~~him~~ <sup>me</sup> in later years. <sup>was why</sup> only two of the first four buildings have rest-rooms, ~~and~~ <sup>S</sup> students in the later years ask who would be so silly as to build a building without a rest room. The explanation is that we didn't have enough money to include rest rooms in all buildings. In fact we could not complete the fourth building in the first phase. To have included rest rooms in all buildings would have meant eliminating the unfinished building. We chose to have buildings and let students plan ahead when they might need a rest room. The shortage of ~~founds~~ brought about a lot of very difficult decisions."

The spring of 1963 saw the first Honor Society Conference sponsored by Central Oregon College. This was a conference for all high school honor societies and COCC's own honor society was the host.

Credit for the starting of these conferences goes to the wife of one of COCC's charter board members, Mrs. Stuart Shelk. It was her feeling that students who earned high grades should be commended and celebrated the same as students who were outstanding in athletics, and she brought her ideas and plans for such a conference to ~~President Pence~~ <sup>me</sup>.

The first conference was held in the old Pilot Butte Inn, <sup>with lunch in Drake Park</sup> and ~~was~~ <sup>the conference was</sup> a great success. Governor Mark Hatfield gave the main address. <sup>Charles was her headed the faculty committee that organized the first Honor Socy conference</sup> The Honor Society Conference is now a tradition with the College and is held every spring on the COCC campus.

At COCC's graduation exercises in June, Mrs. Shelk was awarded for her outstanding service to education and for her efforts in establishing the First Annual Honor Society Conference for Central Oregon. ~~President Pence presented her with the award.~~

*Don  
Lynch in  
Drake  
Park*

*Chuck Maeder  
headed the  
faculty committee  
that organized  
the first  
Honor Socy  
Conference*

*C.W.*



During the late spring, there was a campaign by some students and faculty to change the name of the College to ~~the~~ "College of the Cascades." It was suggested that the new location of the school would lend itself to such a change in name. However, the suggestion was relegated to a committee appointed by the Board and, to all appearances, died in committee.

Three members of the Associated Students of COC -- Chris Rhoden, ~~pr~~ president, Charles deSully, vice president, and Carol Ratcliff, ~~se~~ secretary == were in attendance to make a suggestion to the ~~Board~~ Board that the name of Central Oregon College be changed to "College of the Cascades." Chris Rhoden made this suggestion to the Board and said that the majority of ~~students~~ the students felt that since the College was transferring to the new location this name change would be appropriate and more descriptive. (Notes)

Note: Charles deSully <sup>was later</sup> ~~is currently~~ a member of the Bend-LaPine School Board,

<sup>9</sup>  
~~Notes~~ was asked how the name Bob Cats replaced the name Nighthawks ~~for~~ <sup>here is the reason:</sup> and he stated: "The students had long been frustrated with the name Nighthawks particularly when they discovered through the biology department that the nighthawk belonged to the "goat sucker" family of birds. The fact of the <sup>the</sup> matter was that we were really night hawks in our method of operation and all looked forward to the day when this change could be made. Mr. A. J. Ricci, a former ~~animal~~ circus animal trainer and now a rancher living north of ~~Bend~~ Bend had adopted a litter of new born Bob Cats and raised them as house pets. They were large and beautiful animals and he brought two of them to a college assembly program and put them on stage for all to see and take pictures etc. ~~He~~ He told the students about the history and nature of the western Bob Cat and these cats seemed to be just what the students were looking for as a mascot. Soon thereafter the student council adopted the name change and from then on the COC student organizations were known as the Bob Cats.

1981 egg reports <sup>as follows</sup> ~~that~~ in his book "Torch of the  
Cascades" 120

On the 23rd of July, 1963, equipment moved into the campus area on Awbrey Butte and started breaking ground for the new campus. That was the day that Dr. Pence and all of us had been dreaming of and working towards. Ten long years from the time the idea of a separate campus first started taking shape until ground was actually broken!

What a thrill! And, a dream finally come true, for the man who had never once let go of his dream, even when the way sometimes seemed impossible.

Fall enrollment was reported in the Broadside as being an all-time high of 638 students.

It was reported in the same issue of the Broadside that the library contained 10,000 volumes and subscribed to 217 periodicals and 12 newspapers. This was a far cry from the two small wooden bookcases which contained the library back in 1953. COCC now had a library to be proud of.

Go into full detail of the first  
building plans. What buildings,  
who occupied them, etc. Paint  
a vivid picture of the first  
year on the new campus -  
facilities-wise,  
C.W.

1964

In January, COCC had its first bomb threat. One evening between five and six, a man called the college office and said that a bomb would go off at 6:15 and would destroy two of the Bend High School buildings.

Students were evacuated to the outdoors where the temperature stood at 25 degrees. Bend police and firemen searched the buildings, but no bomb was found. Classes were resumed at 7:25 p.m.

That same evening, another call was made to <sup>my</sup> Dr. Pence's home and the person calling stated that a bomb would explode between 6:30 and 6:45 on the new COCC campus. The search was quickly transferred to the new campus site, but still no bomb was found.

There were several other bomb threats in succeeding months, but they finally dwindled out.

In the March 1964 Broadside there was an editorial which attempted to again bring about a name change for the College. It was reported that the name "Cascade Skyline College" was the name favored by the COCC administration. It was not made clear which part of the administration favored the name, but nothing came of this new attempt to change the name of the College.

Finally, in April, the Director of Student Services and a department chairman each moved his office to the new campus. The offices that they were to occupy had been completed and since neither had satisfactory office space at the high school, they decided, with



122  
34

the President's blessing, to make the move.

In May, ~~President Pence~~<sup>my secretary</sup> decided to make the move also. So, ~~the~~<sup>my secretary</sup> President and his secretary moved into temporary office space on the new campus which ~~they~~<sup>we</sup> would occupy until the Administration Building was completed. Some science classes were also being held in the new buildings.

This move left space for the faculty to spread out a little more in the high school building. It also helped President Pence in his ~~supervision of the new campus by being right on the job.~~<sup>me to help on top of construction problems as they arose.</sup> He had been using up time and gas running back and forth from his office in the high school to the new campus. It seemed the wiser decision to just move up there.

Behind the scenes, there was still a good deal of frustration on the part of the faculty. Practically all of it centered around the Dean. At least one faculty member (there may have been others) had gone to President Pence and asked for the Dean's removal. When the President made it plain that he intended to stand behind the Dean, the faculty member then stated that he, himself, would not support the Dean. At the same time, this faculty member started an active campaign against the Dean and the President.

Several new faculty were hired that spring and several left. At least two went on leave of absence and two others resigned. One of those who went on leave was the librarian and he later sent in a letter of resignation.

In September, the fourth classroom building was finished and construction of the Administration Building was well under way.

It took a lot of hard work on the part of everyone to get everything moved onto the campus from the high school building in order to be

123  
25

ready for the opening of classes by the end of September. Moving of the library was particularly tedious.

In spite of frustrating delays in the delivery of classroom furniture and other equipment, enough furniture was on hand to hold classes.

This would be the first year as a day school, and enrollment figures were awaited with great anticipation. By the middle of October, it was reported that 639 students had enrolled, with 512 of these in daytime classes. Our daytime program had gone way ahead of estimates and the evening program had fallen behind expectations.

This only proved that what ~~Dr. Pence~~<sup>W. J.</sup> had been saying in years gone by regarding the need to start a day program was correct and that Mr. Chandler's statement that the daytime student potential was not there was inaccurate.

The first winter on the new campus was pretty rugged. There was plenty of mud and no sidewalks. There was no place for the students to study between classes except in the halls and their cars. A snackbar was set up in the hall of one of the buildings and students were able to get a lunch of sorts. The bookstore was housed in a trailer house which had been rented and moved on campus.

The Student Center was under construction but it would be a full year before it would be ready.

One interesting sidelight concerning Central Oregon College is that there were no clocks anywhere on campus. This was not an oversight, but was intentional. Also, there was no bell or buzzer system to remind professors that it was time to let out their classes.

All in all, most of the students were tolerant of the lack of conveniences which they had taken for granted in the high school building.

~~As Pence~~ became more active in national affairs such as serving on the commission on legislation for the American Association of Jr-Community Colleges as well as an active role in state affairs. Pinckney was coming up through the ranks ~~in~~ in the Northwest Association of Jr. Colleges. In 1963 he was named President of the Association and in 1964 Oregon hosted the NW Association of Jr. Colleges in Portland. The following clipping from the Bulletin tells this story. Note that the <sup>COC</sup> college choir is also featured in the convention program.

CONVENTION ROLE BY DR. PINCKNEY INCLUDES ADDRESS

**Convention role  
by Dr. Pinckney  
includes address**

*Bulletin 11/28/64*  
Dr. Orde S. Pinckney, dean of instruction at Central Oregon College, and retiring president of the Northwest Association of Junior Colleges, will be in Portland Monday, November 30, to preside over the Association's annual convention scheduled to be held at the Sheraton Hotel.

Dr. Pinckney will deliver the annual presidential address to the delegates from 47 junior and community colleges in Oregon, Washington, Idaho, Montana, Utah, Nevada, Alaska, and Canada.

In his speech, "The (x) in Education," Pinckney will note the change in the employment situation due to automation, and assess education's role in this shift.

Other COC faculty attending the meeting will be Dr. Don Pence, president; Dr. Tennison Haley, director of counseling, and Dalles Quick, director of the choir, which is scheduled to perform at the convention.

Other scheduled appearances of the Central Oregon College choir include a Monday morning television presentation on KGW-TV's "Telescope" between 8 and 9:30 a.m.



<sup>29</sup>  
~~Pence~~ recalls that during the construction period ~~he~~ <sup>9</sup> spent a lot of time on the new campus. When the roads were being build and sites cleared for buildings ~~he~~ <sup>9</sup> would walk ~~xxx~~ ahead of the big caterpillar tractor and point out trees to save. ~~Pence says that~~ <sup>9</sup> the person operating the bull dozer <sup>at the controls</sup> was an artist and could maneuver that big machine in and out of trees and not even skin the bark on the ones selected to remain. It took hundreds of years for some of the big junipers to grow and it takes ~~only~~ <sup>9</sup> a few seconds for a D-8 Cat to push one over. ~~Pence and the architects were~~ <sup>9</sup> ~~at~~ determined to make this the most beautiful campus in the country. The architects have won several prizes on the design and planning of this campus. It grows more beautiful ~~every~~ <sup>9</sup> every day with all the plantings that have been made over the years.

In the late summer of 1964 ~~Pence and Pinckney~~ <sup>9</sup> made a very greivous mistake. ~~They had an opening in~~ Roy Sailer, who had been teaching history of western civilization for several years resigned to take a position at the College of the Redwoods in California. It was late in the year for appointments. There is a saying that one should be-ware of August teachers and ~~Pence and Pinckney~~ <sup>9</sup> could have hired Gerald Rasmussen, who happened to be in Denmark at the time and later did take a position at Lane Community College, where he still teaches. ~~Pence~~ <sup>9</sup> ~~xx~~ says, "We got in too big a hurry and went back over the list. The only thing available that looked good was a Dr. Ashley Brilliant. ~~They~~ <sup>9</sup> were suspicious and ~~Pence~~ <sup>9</sup> says: "I would never approve this man unless I can talk to him face ~~to~~ <sup>9</sup> face", so he was asked to present himself for a personal interview. ~~Pence~~ <sup>9</sup> says "I guess we were naive and really not up on the big "free speech" movement ~~at~~ <sup>9</sup> at Berkley, U. of Calif. <sup>ma</sup> The man we interview turns out later to have been a cohort of the national leader of the student "free speech" movement on the Berkley campus a Mario Savio by name. We did not know ~~at~~ this until much later. We asked Dr. Brilliant if he was married and he said "I am looking for a mate". Well ~~we didn't know what that~~ we misinterpreted

the meaning of that phrase too. Brilliant had all the academic requirements for the position and we finally offered him the position. We lived to regret this decision. This was a man looking for a cause to espouse to unhinge ~~making~~ the establishment.

Brilliant was seen going through old issues of the Bend Bulletin looking for previous controversial issues. He found one regarding a former Bend High School American Problems teacher who had been controversial and had been removed from teaching the class upon which the teacher then resigned. Brilliant was reported to have said ~~to~~ to a Bulletin staff member "that the area had not, in his opinion, had a big stir in several years." He inferred that he proposed to create such a stir. (Bulletin editorial, Jan, 1965)<sup>26,</sup>

~~Pence reports that~~ Along in October, of 1964, Ashley Brilliant ~~went to~~ ~~to~~ came to <sup>my</sup> his office and requested permission to organize a society on campus for the reading of literary works of various kinds, and particularly creative work from the local community. <sup>So</sup> ~~Pence~~ could see no reason on the surface to deny the request and ~~he~~ subsequently approved it. The organization was named the "Parnassus Society" and Dr. Brilliant advertised its existence to the general public in a letter to the Editor of the Bulletin. Brilliant stressed that everyone in the community was welcome and age was no barrier.

Several faculty members with whom Brilliant had conferred thought they would have a part in selecting the works to be ~~read~~ presented. However it soon became apparent that Brilliant intended to be the head of the society and he considered it his brainchild.

It was reported to <sup>me</sup> ~~Pence~~ that some of the poetry being presented was not exactly in good taste and some of the faculty objected to it. ~~Dr. Pence~~ took no action at that time. <sup>2</sup> ~~He~~ asked the Dean to speak to Brilliant and see if he could communicate the desirability of good taste to him. Soon one of the English professors <sup>came</sup> <sup>me</sup> ~~went to the President~~ with information that Dr. Brilliant was going to read a poem by ~~William~~ Allen Ginsburg

which this English professor felt was in very poor taste and not a proper poem for the audience which ranged down to students of junior high school age.

Several faculty members requested that ~~Pence~~<sup>g</sup> take some action to improve the situation. ~~Pence~~<sup>g</sup> took the problem to the Executive Council of the faculty and after much discussion, the Council requested that if the quality of the presentations of the Parnassus Society did not improve, ~~he~~<sup>to</sup> to disband the society.

In one meeting ~~Pence reports that~~ members of the faculty debated with Dr. Brilliant on the propriety of his programs. Dr. Pinckney, & Dr. Jenkins ~~asked~~ <sup>with Brilliant</sup> debated the issue in a public meeting. Things did not improve -- Dr. Brilliant read the poem "Howell" by Allen Ginsburg following which ~~he~~<sup>Pence</sup> informed him that the society could no longer meet on campus. See exhibit 25 - (Brilliant's Letter to

Cocc Bd.)

~~Pence says that~~ the question of academic freedom in the classroom was really not the issue. Had Ashley Brilliant been teaching English Literature <sup>(instead of History)</sup> and chosen to read ~~Howell's~~ Ginsburg's "Howell" <sup>"Howell" in his class</sup>, then it would have been different and ~~he~~<sup>we</sup> could have defended Brilliant. The issue was the presentation of <sup>what</sup> might be offensive to an ~~xx~~ unsuspecting public audience made up possible of children and pre-college age youth. When the general public comes to a program be it a play or poetry reading session they have the right to expect it to be of a level that is generally acceptable to the public ~~who~~<sup>that</sup> support the institution.



## CHAPTER XII

## A "BRILLIANT" DIVERSION

1965

~~Kellogg takes up the story at this point:~~

After the Christmas holidays, Dr. Brilliant resumed meetings of the Parnassus Society at his apartment. He used the Bend Bulletin to attempt to gain public sympathy for his case.

In his letters to the Editor he claimed to have been fired by ~~Mr.~~ *me* ~~Pence~~, although no such action had been taken. He claimed to have been accused without being given the opportunity to face his accusers. He played up the idea that he was being persecuted because he was a "foreigner." He was a British subject and not a United States citizen.

He took his case to the Oregonian (a Portland paper) and even to the Legislature which was in session again. The American Civil Liberties Union took note of the affair.

There were other details connected with the situation that will not be brought out as they concerned Dr. Brilliant's private life. Suffice it to say, that he was being investigated by immigration authorities also at the time. His desire for publicity probably helped them pick up his trail.

Dr. Brilliant's case was brought before the Board. It was during the "Brilliant Affair" that Mr. Chandler chose to announce his resignation from the Board. Dr. Brilliant immediately seized upon Mr. Chandler's resignation as being in support of himself, and as being critical of the Administration's and the Board's handling of his case.

Mr. Chandler's only published reason for his resignation was that

along with representatives from  
the American Association of University  
Professors and the Oregon Education  
Association

#1

129  
58

of "numerous conflicts between his duties as editor of the Bulletin and his position on the Board."

Mr. Chandler then wrote a lengthy editorial on the "Brilliant Affair." He claimed that the operation of the college had always been a one-man show and it was his opinion that ~~Dr. Pence~~ had acted wrongly in the whole affair, and also that the affair had been "blown out of all proportion."

Dr. Brilliant's contract was not renewed by the Board for the next academic year.

Dr. Brilliant requested an appearance before the Board which was granted him. He appeared with a tape recorder and placed microphones around the room. The meeting attracted a number of citizens who gave their time to supporting the type of show Dr. Brilliant was putting on.

Dr. Brilliant requested that the reasons for non-renewal of his contract be spread upon the minutes. This was done.

*insert #1* Finally, the ACLU <sup>combined</sup> sent a delegation to meet with board members to see if the matter couldn't be straightened out. Mr. Chandler, although not a board member any longer, met with the group, presumably in the role of the Press.

The ACLU delegation told those board members who were present and the college administrators that if they would reconsider and present Dr. Brilliant with a contract Dr. Brilliant would later resign.

Mr. Chandler advised the board members and the administration that this was the way they should go. One board member asked the question: "Suppose Dr. Brilliant does not resign?" He was assured by a member of the ACLU that they had their methods and that Dr. Brilliant would resign and "they would shut him up."

*Insert the #2*

When the board members refused to go along with a deal of this kind,



130  
40✓  
the ACLU came out in open criticism of the college and threatened that non-renewal of Dr. Brilliant's contract would go against the college when applying for accreditation.

Dr. Brilliant again went to the papers and stated that his reputation was being damaged and tried to enlist the sympathy of the public.

He made up a little booklet of his questionable "poetry" and sold it for fifty cents a copy on the streets of the downtown area.

The whole episode as carried on by Dr. Brilliant was in very poor taste. The college Board and Administration handled the situation in the most dignified way that they could.

In a letter sent to Dr. Brilliant, a copy of which was sent to ~~Dr. Pence~~ <sup>me</sup> and the Bulletin (and which the Bulletin did not make public until requested to), two members of the Legislature, Senator A. Flegel and Representative Carrol Howe, stated that the officials of the Band school acted "in the best interests of the institution and the students enrolled" in refusing to renew the contract of Dr. Ashleigh Brilliant. They further stated that "the public may tolerate immature behavior from its students, but not from its teachers." They suggested that Brilliant seek employment in a private school "where your own interpretation of the boundaries of decency and responsibility will not be subject to scrutiny by a public board."

This closed the affair and Although Dr. Brilliant continued to press his case until the end of the school year, he was largely ignored by the Administration, faculty and public.

Incidentally, ~~President Pence~~ <sup>me</sup> received many letters from all over the State commending ~~him~~ <sup>my</sup> for his stand in the matter, and praising him for holding firm.

*administration*  
*the board & the*

I might add that following the session with the ACLU, & the College board, held at the Pine Tavern

TH1 Pence stated that there was a little more to the executive session at the Pine Tavern than Kellogg has indicated. He states that there was also a representative from the American Association of University Professors and the Oregon Education Association Commission on teachers rights. Pence stated that Mr. Juda Bierman, State President of the ACLU was accompanied by two national officers from New York who in a later private meeting with Pence in his office, threatened all kinds of dire consequences if he did not accept their recommendations. Pence refused to yield on any point.

During all this furor the free speech movement at the University of Oregon challenged Pence to come over and debate the issue on the free speech podium near the University Student Union. Professors at the University of Oregon stood on the platform and read "Howl" and other similar material to show their open defiance of this upstart over in Bend who didn't seem to know what the new world was all about. Pence went over and discussed the situation with then University President Arthur Flemming, former head of the national office of Health, Education and Welfare. Flemming gave Pence a copy of the Universities general policy which in essence would be supportive of Pence, but Dr. Flemming took no action to venture from the security of his office. Portland State College, long a supporter of community colleges, took a different tack and their students mounted the free speech platform and read poems like Joyce Kilmer's "Trees" and other poems of good taste, making fun of the U. of O. students. Pence declined all invitations for public debate and held his ground. A clipping from the Portland "Oregonian" of February 4, 1965 presents the case quite well: Excerpts

follow - Appendix - for complete story

# UO Faculty Members 'Test' Poetry Ruling

P. Oregonian 2/4/65

Just

A group of professors at University of Oregon plans to test academic freedom at the university by publically reading an Allen Ginsberg poem which has stirred up an administrative hornet's nest on the Central Oregon College campus at Bend.

The UO faculty group of 12 will read the poem, "Howl," Thursday noon at the university's free speech platform outside Erb Memorial Student Union.

The UO group, led by Asst. Prof. William Cadbury, said the cracking down on reading certain types of poetry at the Bend community college "is part of a pattern of intimidation, suppression and repression which has grown in Oregon's educational institutions in the past year—including our own."

## Club Disbanded

The Bend fracas exploded recently, and involved Prof. Ashley Brilliant and the literary study group he headed, the Parnassus Club.

Brilliant, who came to Bend from University of California last fall, contends that freedom of speech was denied when COC President Don Pence said certain poetry "should be edited to better taste," and dissolved the Parnassus Club as a college-sponsored function when his re-

quests were not complied with. Brilliant contends that Pence told him his contract would not be renewed next year, as an aftermath of the disagreement. Pence said Wednesday that no positive action on Brilliant's future status with COC has been taken.

"But I did tell him that if one persists in taking a course which is adverse and creates too much public opposition one could lose one's job," Pence added.

Pence said his dissolution of the Parnassus Club and mandates to Brilliant "are in no way designed to place limits on academic freedom or freedom of expression. But myself, and the college's Executive Council believe that concomitant with the principle of free speech is the responsibility to respect the rights of others, and that good taste and discretion in the choice of words to express these ideas is a concern of the college and the people who support it."

## Poetry Repugnant

Pence said he feels that "Howl" and some of the poetry written by Brilliant contain too many words and expressions which are offensive and repugnant to faculty, students and the public.

"If we don't crack down on it the people who support the colleges will wonder why we as college presidents and faculty members are not doing our jobs."

Pence says that Ashley Brilliant was not without a perverted sense of humor. Ashley started distributing all kinds of material on the streets of Bend, and in so doing he was using up reams of mimeograph paper at the college. Pence ordered him to stop using school paper. Shortly thereafter he ask to see me and stated that he had a problem. "Since you have ordered me to use no school paper; I am wondering how I am expected to use the bathroom. Pence says: "I didn't say what I felt like saying at that moment". (See Exhibit 25)



After Dr. Brilliant left Bend, reports of his whereabouts came back now and then through the Bulletin; the last report being an editorial in the Bulletin of August 10, 1967, headed: "Hippie' Now," and stated that Dr. Brilliant "had become one of the 'unofficial' leaders of the hippie conclave of the Haight-Ashbury district in San Francisco, and was known for his daily speeches atop a milk crate in Golden Gate Park." The editorial stated that he had a full, black beard. He had found his niche.

~~Peace~~ <sup>P</sup> Reports that Ashley Brilliant did secure a position on the University Afloat and before the cruise was over ~~he~~ <sup>she</sup> heard that there was a movement to pitch him overboard. Be that as it may in later years Brilliant continued to write and publish material consisting primarily of four letter words. ~~Pence says that~~ <sup>his</sup> a few years ago ~~his~~ <sup>one</sup> son, Alan, now a professor at the University of Victoria, B.C. ran onto ~~one~~ <sup>one</sup> of Brilliant's books and sent ~~his dad~~ <sup>me</sup> one as a sort of joke. In the introduction to this publication Brilliant says: Under the caption Who Was I? -- "1965 -- After failing in efforts to bring civilization and enlightenment to the town of Bend, Oregon, I find salvation at last on board a 'floating university' teaching history and geography while sailing twice around the world." The book is entitled "Appreciate Me Now and Avoid the Rush" published in 1981. Perhaps Ashley Brilliant along with Allen Ginsburg will come into their own as the mores of society become increasingly permissive.

~~Kellogg~~ takes up the story again at this point:

In spite of the frustrations of the Brilliant affair there were other stories telling of the good things going on at the college. Phil F. Brogan of the Bend Bulletin reported on a meeting taking place on campus by the Legislature's Joint Ways and Means Committee, <sup>Feb 8, 1968 of</sup> <sup>chaired by Stafford Hanson of Bendleton,</sup> This article sums up the healthy attitude of the legislature toward the college: APP

*Excerpts follow.*

# Members of Joint Ways, Means Committee inspect Central Oregon College in Bend visit on Sunday

By Phil F. Brogan  
Bulletin Staff Writer 2/8/65

A segment of the Oregon legislature visited Bend Sunday, joined in a community luncheon, then inspected the Central Oregon College campus.

They were members of the 1965 Legislature's Joint Ways and Means Committee, with nine members making the trip over the weekend, through southern and Central Oregon.

State institutions and facilities

In the region visited were inspected. From Bend Sunday afternoon, the group, headed by Sen. Dan Thiel of Astoria and Rep. Stafford Hansell of Umatilla as co-chairman, drove to the Metolius River, to look over the Wizard Falls Hatchery.

Senators in the group were Thiel, Debbs Potts, from Josephine County; Lynn Newbry from Jackson County, and Gordon McKay, Bend, who had the role of "ramrod" on the Bend visit and presided at the lunch-

con.

Representatives were Hansell, one of the luncheon speakers; Ross Morgan, Portland; George Flitcraft, Klamath Falls; John Mosser, Washington County, and Dick Hoyt, Benton County.

With the group were Dennis Curry, of the department of finance and administration, and Kenneth Bragg, former representative and now legislative fiscal officer.

Four ex-members of the legislature joined the group in Bend. They were Ben Evick, Madras; Kessler R. Cannon, B. A. Stover and O. W. Grubb, Bend.

At Central Oregon College, the legislators experienced some difficulty in keeping their minds on their inspection work: Cloudless on the Cascade skyline and covered with snow from high peaks to timberline and below, were snow-blanked, old volcanoes, from Hood south to Bachelor Butte.

But, under the guidance of Dr. Don P. Pence, COC president, the legislators found time to look over all the buildings, with room to room inspections made.

On Awbrey Heights, the group inspected a college that is rapidly taking final form. Legislators appeared well pleased with the progress made — and especially with the comparatively low construction costs.

Earlier, at the luncheon meeting, Dr. Pence touched on the 10-year program outlined for the college, and of accomplishments to date. By the end of the ten years, Dr. Pence anticipates that 1,000 students will be enrolled.

It was indicated that some important federal aid may be obtained for the college.

Before driving to the campus, the legislators were presented with ten-pound bags of choice Deschutes potatoes. Each was given a National Junior Ski button and reminded of the junior competition to be held here on March 14 to 21.

Two members of the district college board, Owen Panner, Bend, and Rudy Park, Redmond, were speakers at the luncheon program, as were representatives of the city and county.

On their trip through the region, the legislators took notes on December flood damage, and reported that an effort will be made to speed federal and other assistance.

In May of 1965, the President's and Dean's offices moved to the newly completed Administration Building as did a number of other administrative offices. The President's office, in particular, consisted of a suite of three rooms which contained the President's office with a spectacular view of the Cascades, the secretary's office, and the Conference Room, which was used for board meetings and other meetings called by the President.

This was luxury compared to the quarters of the last twelve years. *According to my secretary Dorothy Kellogg,* There was only one item lacking which would have made it the ultimate, and that was wall-to-wall carpeting throughout the suite. ~~The President~~ stoutly refused to put this final touch in the office, stating that ~~he~~ would not have something <sup>the</sup> ~~his~~ faculty did not have, and, also, that ~~he~~ couldn't justify it from the taxpayers' standpoint.

~~Also,~~ In May of 1965, the faculty presented a tenure policy to the Board. They felt it was time, now that the College was well established, to grant tenure to its professors whom they were desirous of keeping. This matter of tenure was very dear to the hearts of certain faculty members. Others were not so concerned.

Certain members of the Board took the attitude that a good teacher didn't need tenure. Other board members felt it was necessary in order



X1 During this period of general faculty discontent Phil Ryan, a most outstanding teacher, came to me & with tears in his eyes ask me to remove Ode Pinchney as Dean of the College. Ryan praised Pinchney's teaching abilities but not his administrative techniques. Ryan stated that unless I did <sup>the opposite</sup> she would no longer feel committed to support the administration.

136  
42

to attract competent instructors, although the idea of tenure itself did not appeal to them.

After many months of study and discussion, the tenure policy was finally put to a vote in a board meeting in which six of the seven members were present. The vote was tied three to three and the proposal failed. The one board member who had worked many hours with the tenure committee and who said he favored the final draft of the tenure policy, failed to be present at the meeting when the vote was to be taken. Had he been present and voted as it was expected he would, the policy would have gone into effect.

The faculty were bitter over the failure of the tenure plan and felt the Board had broken faith with them and they particularly blamed <sup>me</sup> Dr. Pence for not supporting their plan. <sup>I</sup> Dr. Pence wanted the Board to make its own decision on the tenure plan without <sup>my</sup> influencing them either way, therefore <sup>I</sup> he refused to make recommendations. <sup>He did</sup> tell the Board, when asked by <sup>the Board</sup> them if it was a policy he could live with, <sup>I stated that I could.</sup> that it was. <sup>I</sup> He felt it was the Board's right to decide whether they wanted to grant tenure.

<sup>proved to be</sup> This ~~was~~ another wedge in the widening chasm between the Administration and the faculty, and was now beginning to include the Board. *Invert #1*

→ During the year of 1965, the Broadside became a controversial paper because the editor very definitely took the side of the faculty against the Administration in the tenure matter and also supported Dr. Brilliant in his fight with the Board and the Administration. There was a question as to whether the school paper should have been concerned with such administrative matters; however, the editor was also secretary to Philip Ryan, who was one of the dissenters and who had

declared he would never support the Dean. It was perfectly obvious that the editor got most of her material from that source. She also worked part time on the Bulletin for Mr. Chandler and, <sup>I assumed</sup> ~~of course~~, he supported her firmly in any problems she was trying to create for the Administration through the Broadside.

Summer school on the new campus hit a low in enrollment in 1965. The reason for this was not readily apparent.

Mr. Chandler immediately picked it up in an editorial, wondering why COCC's enrollment was so low when summer enrollments at other community colleges were up. He stated, "we can only speculate," but in those few words he managed to place his blame.

In July, the contract for the library was awarded and construction was started near the end of the month. The Student Center was nearing completion and would be ready in the fall.

In September, the enrollment shattered all records for COCC and went far beyond expectations. The Board had to hold a special meeting to consider the emergency which existed in lack of instructors and space.

The Bulletin took note by remarking in an editorial that enrollments were up all over the State and then went on to say that "some of the two-year schools have been operated on a series of Mickey Mouse arrangements, and are not calculated to do their part in the complete education process."

With the completion of the Student Center, the students had a place to study, a place for recreation, a home for the Broadside offices and the student offices. They also had a cafeteria with dining facilities which boasted a view that would be hard to beat anywhere. The entire dining area was lined with floor-to-ceiling windows through which one



could look out over the tops of the pines and junipers and along the range of the Cascades. On clear days the view was almost unbelievable.

On days when the Cascades were shrouded in clouds, it was still awesome.

*Dorothy Kellogg in her book "Torch of the Cascades" says:*  
The first conference held in the Student Center was that of the Oregon Educational Secretaries Association. Dr. Pence gave the welcoming address. It was an all-day conference and was a complete success. The weather cooperated in every way.

There have been many conferences in the building since. Out-of-staters are particularly generous in their praise of the campus and its beautiful setting.

It is important to note here that with the start of a new school year, the Broadside had a new editor. Under this new editor, the Broadside came in for some of its most spectacular publicity. More of that later.

A "maverick" publication that popped up with the new school year was a paper named "Common Sense." This paper was published in secret and was distributed secretly. One would find a copy slipped under an office door, or laid on a table in the Student Center. Copies were distributed strategically in all the buildings on campus.

This publication was directed critically at the Administration, Dr. Pence in particular, although the Director of Student Auxiliary Services came in for a good share of criticism. It ridiculed certain actions taken by the President.

The students who put this paper out were holdovers from the staff of the previous year's Broadside who had been loud in their denunciation of Dr. Pence and the Board in the "Brilliant" case, failure of tenure for faculty, and a number of other matters. Distribution of the publication was eventually ceased after three or four issues and a public apology

was made to Dr. Pence by letter in the Bulletin from one of the students involved. It was rumored that it was an apology forced by the Director of Student Auxiliary Services.

November 11, 1965, Veterans' Day, was set for dedication of the new Student Union and the campus in general. Elaborate plans had been made and Governor Hatfield was to give the dedication address and present a charter to the school. Board members were to be on hand and the choir was to give a special presentation.

The day itself turned out to be bitterly cold, but the ceremony, nevertheless, was very moving. I myself, shall always remember Dr. Pence as he stood on the steps of the Student Union and, looking across the treetops to the mountains which were wrapped in heavy clouds, said, "I will lift up mine eyes unto the hills, from whence cometh my help."

For him, this was the culmination of all his work, frustration, and even some heartbreak, but as he stood there that day with uncovered head, for those of us who knew what he had gone through over the years, it was a poignant occasion. It was difficult to hold back the tears in the face of this great moment in the history of Central Oregon Community College.

Mary Brown of the Redmond Spokesman in her editorial comment on Veterans' Day gave tribute to <sup>the dedication</sup> Dr. Pence when she wrote:

The other occasion which this year's Veterans Day marks is the dedication of Central Oregon Community College and the presentation of the charter by Governor Mark O. Hatfield. The college has come a long way since it was started as a night school more than 15 years ago.

Its future was little more than the dream of one man, President Don Pence. Through the years he never gave up. Others helped make the dream reality. Now the college is on its own campus, with daytime enrollment climbing to a

new high. This is only the start for the institution that brings higher education to Oregon.

The Bulletin editor took no notice of the occasion.

There are moments in the life of a college administrator that stand apart from the more dignified aspects of college life. To wit: most of the campus landscaping had been accomplished with the aid of work study students and individuals assigned from the local welfare office. Pence secured from war surplus an old tanker type fire truck to use in clearing and burning brush and as a standby in case of a more serious fire. Around halloween time in 1965 the board was meeting in the presidents new office when a terrible clatter was heard outside. Pence and the board assumed that the students had released the brakes on the fire truck and headed it down the mountain. They had visions of seeing it wrpped around a tree down by College Way. They went out and checked and sure enough the truck was missing. They could not find it but it was later reported that it was seen going through town with a group of students aboard. Later the police found it on top of Pilot Butte with the air out of the tires. This episode gave further <sup>Proof</sup> ~~proof~~ that COCC students were normal college students and that halloween was a good time to show it.



CHAPTER XIII

TROUBLE ON THE HILL

1966

Kellogg discusses 1966:

In January, a bond issue was put up for a vote of the people. Money from this bond issue would provide matching for government funds to build a badly needed vocational building and would also provide money for a physical education plant.

The Redmond Spokesman and the Madras Pioneer both urged approval of this bond issue. The Bulletin and the Central Oregonian (Prineville) remained silent.

The issue was turned down. This was the first time since the college district had been formed that a bond issue had been turned down by the voters.

The COC Board of Directors planned a series of meetings in the major towns of the area to explain the needs of the College and to show how such a bond issue would attract over a million dollars in matching funds from state and federal governments.

After the meetings were held around the area, the Board decided against putting up another bond issue at this time.

In April, the state approved a grant of \$149,333 to Central Oregon College for use in constructing a music, art and speech building. This grant was received with great enthusiasm, especially by the music people. Ever since the College had moved to the new campus, the music classes had been held in a trailer house. They had worked under great difficulty. To them, this was joyful news.

All year, the Broadside staff had been having difficulties among themselves. The problems revolved around the new editor. The issue came to a head when 1,000 copies of the May 11 issue were burned by the editor after they came off the press.

The burning of the Broadside attracted state-wide notice.

The editor's stated reason for the burning of the paper was an editorial written without her approval and which she said was put in the paper "behind her back" after the paper had gone to the printer. The editorial in question was critical of <sup>the President</sup> ~~Dr. Pence~~. However, there were other rumors circulating the campus that an article criticizing the editor herself was the real reason for the burning of the paper.

The burning triggered the resignations of several Broadside staff members and the circulating of a petition for the recall of the editor.

The following week a mimeographed issue of "The Wildcat" came out in place of the Broadside. This was put out by some of the staff who had resigned from the Broadside. Several articles were reprinted in the "Wildcat" which had appeared in the burned Broadside. The controversial editorial accused President <sup>the</sup> ~~Pence~~ of appointing the editor of the Broadside, thus assuring himself that the Broadside would not be critical of him or his policies.

Of course, this accusation was completely absurd. When the faculty adviser of the Broadside had come to <sup>me</sup> ~~President Pence~~ to tell <sup>me</sup> ~~him~~ that an editorial had been written in criticism of <sup>me</sup> ~~him~~ and that he (the adviser) <sup>could</sup> ~~would like to~~ suppress it, <sup>2</sup> ~~President Pence~~ refused to allow him to do so.

~~Dr. Pence~~ had nothing to do with the selection of the editor of the Broadside. It was done in a perfectly fair way with the Publications Board picking the editor by vote from several applicants. <sup>2</sup> ~~Dr. Pence~~ had

no voice in the selection; ~~not even a vote.~~

One of the Broadside staff members, Paul Murphy, who had applied for the editorship and wanted it very badly wrote a letter to the Bulletin in which he accused the Broadside editor of refusing to allow discussions in the Broadside of interest to the readers, such as, the large faculty turnover at COC and other "more worthy topics such as why will COC credits not transfer to California state schools as well as other schools in and out of the state."

The Broadside editor replied to these charges with a letter in the Bulletin, defending herself by stating that "perhaps for the first time, I chose to keep the Broadside within the scope of student affairs, concerning students with student government and student opinion." She went on to state that had last year's editor confined herself to student affairs, she would have been critical of herself because she was student body secretary. She accused the would-be editor of sour grapes because he was not chosen editor and said he was the main contributor to a radical mimeographed paper (Common Sense) which dealt in half-truths and that it was because of his employed use of this method which led her to destroy the Broadside.

In the next issue of the Broadside the editor explained the burning of the paper with the following editorial:

#### Editor Answers to Burning

Because of the large commotion raised about the editorial written by Paul Murphy and since curiosity is a thing rarely pacified, I felt that the student body should be allowed to judge for themselves the legality of Murphy's accusations; therefore, a reprint of the editorial has been published next to this editorial, although the binding decision of whether my actions were right or wrong will be decided by the Publications Board. I take full responsibility for the burning of the newspaper, because, at that precise moment, I could see no other course of action. The statements, as I intend to



show, were unjustified attacks aimed at Dr. Pence and the Publications Board. I felt, and still feel, that the damage that this would have brought was not worth my promise for a weekly publication; I have more respect and feel a greater sense of responsibility to the college.

In the second paragraph of Mr. Murphy's editorial, Murphy states, "It is a student publication, not a Dr. Don P. Pence publication (He can have WGOH)".<sup>1</sup> Dr. Pence readily agrees that the Broadside is a student publication; and in no way, has he ever acted or said anything which might prove otherwise. Publications Boards, composed of faculty and student members, exist at any large college or university for the exact purpose that this one does. Their purpose is to choose from the candidates the best qualified person to head the student newspaper.

In the third paragraph, Mr. Murphy takes aim at Dr. Pence when he states that "the board was dominated by our illustrious president." Actually, Murphy can present no proof for such a statement; but instead, he insinuates that five mature men were dominated by Pence, even though Pence's vote was only one-seventh of the decision.<sup>2</sup>

"It was because he was so worried about criticism that he sacrificed the quality of the student publication to appoint someone he could put under his thumb." In no way, has Dr. Pence ever tried to influence me; and in fact, when I was personally interviewed by the Publications Board, I asked what controls would be placed upon me, if I were chosen. After discussing the matter among themselves, the board, together, decided that they would not exercise any controls whatsoever, unless what I chose to print was not true or justified. Is it a wonder then, that when I found such unjustified accusations on the editorial page, I felt it my duty to destroy what I assumed would do considerable damage to those who were misrepresented?

"The students are worried about a fine quality newspaper, not a puppet that dances when Pence pulls the strings." As I hope that I have already made clear by this time, Pence never once made me dance. I chose to stay out of administrative and faculty affairs, for even as Murphy pointed out, the Broadside is a student publication and, therefore, should be directed to the students. Last year, the Editor was ASCOC secretary; therefore, if she had been critical of student government, she would have been cutting her own throat.

"The student government should not be afraid to stand up and let themselves be counted as being against the president, either of the college or the student body." The student

<sup>1</sup> WGOH was a campus newsheet called "What's Going On Here."

<sup>2</sup> The Broadside editor was mistaken in that Dr. Pence had no vote.

government at COC exercises more freedom than most colleges in the state; and if Dr. Pence is a hindrance to this progression, Murphy has certainly not yet proven it, unless a rebel publication is the answer. (Murphy was not brave enough to sign his name to that venture).

Freedom of the press does not mean that one can write anything he wishes, there are rules and responsibilities. Mr. Murphy was quick to accuse, too quick as a matter of fact; yet he cannot or has not presented evidence to back these insinuations. If Murphy had given adequate references, the papers would not have been burned.

~~Dr. Pence~~ promised the student body there would be a thorough investigation of the affair by the Publications Board.

The Publications Board met to consider testimony of all Broadside staff who wished to testify. The faculty adviser appeared before the board as well as the editor.

The board's final decision was "the editor's decision to withhold the paper is not a proper cause for recall since it is an editor's prerogative to do so." However, the board said that the decision to withhold the paper from circulation had been managed "carelessly and incompletely." Incompletely, because the editor had saved out a number of the copies which she allowed to be circulated in certain quarters.

Up until the time Mr. Chandler resigned from the Board of Directors, all news reports of board meetings had been released from the President's office. However, upon his resignation, Mr. Chandler appointed a member of the Bulletin staff to attend board meetings and report them. The person appointed was that fine gentleman of the press, Phil Brogan, whose writings on geology and astronomy have appeared in the State's newspapers. He is also known for his book, "East of the Cascades."

Mr. Brogan wrote fine reports of the board meetings. They were true and dignified accounts of the meetings of a group of college trustees. However, these reports did not suit Mr. Chandler's purposes and he took

Mr. Brogan off the assignment and gave it to a young woman fresh from the Berkeley campus of the University of California. ~~This young woman wrote in a style that pleased Mr. Chandler.~~ She editorialized her reports of the meetings, always bringing out anything that she could use to ridicule President Pence and put him in a bad light.  
(2) *was informed that*  
(This same young woman was arrested the following year and served a sentence for a felony.)

There were several faculty resignations this year and this young woman reporter played them up in the Bulletin. Mr. Chandler picked them up in his editorial column and said the unhappiness at COC was the result of "one-manism." He said the Board had turned the complete operation of the college over to Don Pence and it was understandable why the complaints never got anywhere.

The resignations brought out a rash of letters to the editor and even one from Dr. Ashleigh Brilliant from Orange, California.

Mr. Chandler again called for a "complete investigation of the college to see if there was a problem or not, and if there was a problem, what should be done to straighten it out."

*SELF STUDY REPORT PREPARED*  
During the summer, the president, the dean and faculty worked long hours in getting together the college's "Self-Study" report which would be presented to the Northwest Association of Secondary and Higher School's accrediting commission. With the near completion of the library, it was now felt that Central Oregon College was finally ready to apply for accreditation. A very impressive book was forwarded to committee members of the accrediting commission prior to their visit to the school in October.

In July, it was announced that the Governor had appointed Robert Chandler to the State Board of Education to replace a man whose term



147  
33

was expiring. This was not the best news in the world for President Pence.

In September, the library was completed and books were moved in and readied for the opening of school.

The library was the most beautiful building yet constructed on the campus. The whole west side was of windows through which one could look right at the mountains. Sunsets viewed through these windows were spectacular. The floors were carpeted throughout the building. *to provide a better study environment.*  
(Apparently carpeting in a library was approved by taxpayers, where carpeting for a president's office was not)

There was a large seminar room on the upper floor and it wasn't long until the Board of Directors moved their meetings from the president's office to this room in the library. It was large enough to hold the increasing number of persons who were now attending board meetings.

In October, the college passed a bond issue for the construction of a dormitory. This dormitory was very much needed for the housing of in-district students from Prineville and Madras whose parents did not like having them commute, particularly in the winter months.

Mr. Chandler had always opposed the construction of a dormitory and he urged in an editorial of October 17 that the area vote no on the bond issue. In spite of his editorial the bond issue did pass and it was Crook County that gave it the boost it needed.

Also, in October, construction was started on the new music and art building. It was a happy day for the music people!

This month also saw the visitation of the evaluation committee of the Northwest Association of Secondary and Higher Schools. Prior to

the conferring of accreditation, the committee spent two days looking the campus over, talking with the president, the dean, the faculty and the students.

Some of the faculty used this visitation to try to undermine the administration. They complained to the committee that they were not allowed enough involvement in matters of policy within the college and they criticized some of the president's administrative methods. They also complained that the Board involved itself in matters of administration instead of sticking to policy making.

It was very disappointing to the president and other administrative personnel that some faculty chose this time to use these petty tactics in an effort to discredit the administration.

Complete accreditation for the school was a goal that had been worked hard for over the years and it had been hoped that the entire faculty would unite with the administration in the final hours that would make or break the institution.

The committee made their report which reflected some of the things they had heard. However, their report was in general good, and commended the president for the many years he had spent in the development of COCC.

In November, at the Annual Meeting of the Northwest Association of Secondary and Higher Schools, a three-year term of accreditation was conferred on COCC. This was the longest period a new school could expect the first time around. The long-awaited day had finally arrived nine years after the first tentative feelers had been put forth for the receiving of accreditation.

But now, the faculty was completely divided and the occasion was not as joyful a one as it might have been.

*Friction & dissimilarity  
Continued on into the next year.*

The college enrollment was leveling off and some of the instructors that were hired in anticipation of continued high growth were now excess. ~~Peace~~ did not want to reduce the force unless absolutely necessary. In early 1967 the budget board was selected and began meeting with the college board. Both boards were concerned on the heels of the defeat of the \$770,000 bond issue for the vocational-technical building and some beginning work on the physical education plant. The board not only decided to not put the bond issue up again, but to look for areas to cut in the general operating budget. The subject of cutting back on staff came up and the budget board ask ~~Peace~~ to consider a reduction in force. What later became known as the "tax payer revolt" was just beginning to surface and schools all over were feeling the cold air of voter resistance. Other than the last bond issue the college had never had any trouble at the polls and the board wanted to prevent any trouble. ~~Peace~~ took all this under advisement and subsequently asked the division chairmen to start thinking of who could be eliminated in their division. This RIF (reduction in force) procedure would reduce the proposed budget by six instructors.

~~Peace~~ ~~was~~ ~~as~~ ~~the~~ ~~other~~  
~~look at the entire budget proposal.~~

I always attended the annual meeting of the American Association of Community-Colleges. This year was scheduled to meet in San Francisco in a few days. Dr. Gary Zahl, Dean of Vocational Technical Education was to accompany me. I called a meeting of all Deans & Division chairmen & explained the Board's concern & request to reduce the budget including staff. They did not wish to accept the request & suggested I had not pushed the Board hard enough. In desperation I acted authoritatively & requested each Division <sup>Chairman</sup> to come up with the name of a faculty person to be considered for non-renewal of contract for the coming year. I stated that I was leaving for San Francisco & would expect the names on my desk by the following week.

~~I~~ ~~presented~~ ~~the~~ ~~faculty~~ ~~with~~ ~~the~~ ~~idea~~ ~~of~~ ~~saving~~ ~~all~~  
~~the~~ ~~staff~~ ~~positions~~



1967

Friction and disunity continued on into the new year.

~~Insert~~  
In March, came the crisis. President Pence had traveled to San Francisco to attend the annual conference of the American Association of Junior Colleges. He left on a Saturday near the end of February.

On Monday, it became known around campus that the faculty was going to hold a meeting to take a vote of "no confidence" in the President. This was a real shock.

President Pence was notified of the impending action and it was suggested that he return immediately. The next day, Tuesday, he received a telegram from the secretary of the Faculty Forum informing him of the coming vote. Dr. Pence, after contacting the board chairman, decided he would not return for the vote but would remain in San Francisco until the end of the conference.

On Thursday, March 2, the faculty took their vote and although it was said that they had all been pledged to secrecy, the news leaked out immediately to the Bulletin and the Associated Press simultaneously so that the vote was 30-17 against the president of the college. They blamed their lack of confidence in the president on budget problems.

The fact that the faculty chose a time when the president was out of town did not speak well for them.

It was <sup>reported</sup> known that certain faculty who brought the situation to a head had consulted with Robert Chandler of the Bulletin who saw this as the opportunity he had long been waiting for to oust the president

"Oregonian" of March 4, 1967 presented certain pertinent facts and opinions:

Don Pence, Central Oregon College president who was censured Thursday by a 30-17 vote of his faculty, said Friday he believes the action was triggered because of current budget problems at the college.

The lack of confidence vote was taken at a closed session <sup>10:21</sup> of the faculty forum at Bend. Faculty members who refused to be identified said the issue involves proposed budget and salary cuts, and reflects other growing disagreements between Pence and some of his faculty.

Pence said the faculty and division heads had put together a budget request of \$1.4 million for the coming school year.

"I told them I would introduce it to the board but I could not support it. The request was 50 per cent above the \$967,000 this year, and would have had us operating at a \$1,900 yearly per student cost."

He said the faculty committees wanted 14 new faculty members added next year, "and we do not need them because we do not anticipate that much enrollment gain."

Pence said he supports adequate salaries for faculty members, but a third of the faculty would have received \$3,000 to \$4,00 raises under the budget proposed by faculty members.

He said he proposed cutting back on the existing faculty, "because the only way we can make any realistic salary increases is to increase our student-teacher ratio from the present 13-1 to as high as 20-1---a figure at which most other community colleges are now operating."

Pence said there had been other differences between some faculty members and himself, "and I believe they saw the budget problem as a chance to let off a little steam."

The issue is expected to be aired in full when the COC board of trustees meets in Bend Wednesday night.

Pence stated that COCC faculty salaries were comperable to other community colleges.

from the college and the community. He had ~~apparently promised them his~~  
~~support in their rebellion and he certainly made good on any promises he~~  
~~may have made.~~ <sup>these</sup> ~~His~~ <sup>support, if such were given, was</sup> ~~actions~~ were not very impartial for a member of the  
 State Board of Education.

When ~~President Pence~~ returned from San Francisco an uneasy calm  
 had settled over the school. All committee meetings and executive council  
 meetings were suspended. It was very noticeable that most staff members  
 remained in their offices. It was as though everyone had a guilty  
 feeling -- as well they might.

However, there was a great deal of activity going on in some of the  
 offices; particularly the office of the president of the Faculty Forum.  
 There was a constant stream of faculty going in and out of that office  
 at all hours of the day.

→ ~~Insert #1~~  
 The following week at the regular meeting of the Board the president  
 of the Faculty Forum told the Board that "the 30-17 'no confidence' vote  
 against the president passed at a recent Faculty Forum meeting, came only  
 after severe provocation and considerable and lengthy discussion reaching  
 well beyond the current budget."

The four basic charges against ~~Dr. Pence~~ <sup>me</sup> as put forth by the Faculty  
 Forum president were:

- (1) failure to involve the faculty in administrative affairs,
- (2) the president's inability to administer a growing institution,
- (3) the stressing of material matters rather than instruction,  
 and
- (4) that the president's administrative policies had caused  
 unneeded expenditures.

The Board held an executive session the following evening at which  
 no one, not even the president, was present except the board members.



~~The board asked Pence to reduce the budget.~~ A further story from the Portland "Oregonian" of March 14, 1967 reports this:

#### BUDGET PRUNING ORDERED BY BEND COLLEGE BOARD

The Central Oregon College budget board has directed the faculty and administration to return to the next meetings with budget cuts, to bring per-student operating costs to \$1,400.

The community college, on a new campus near the western city limits of Bend, was in the state spotlight last week, result of a split in the faculty opinion relative to the administration of President Don P. Pence.

The district board, headed by Dick McRae, Prineville, originally asked per-student cost to be kept between \$1,200 and \$1,300, but decided the suggested level was not feasible after paring about \$292,000 from a proposed \$1,410,228 budget.

To keep per students costs to \$1,400 without raising taxes, \$84,000 must be cut.

Paring will come from reduction in proposed salary increases, reduction in summer school staff, a cut in staff equipment, and among other items, elimination of remodeling to accommodate proposed new faculty.

*cut* The Bulletin <sup>had</sup> carried stories similar to the Oregonian stories in which <sup>2</sup>~~Pence~~ stated that <sup>3</sup>~~he~~ had done what he felt was necessary under the given circumstances. Pence stated that he gave the administrative staff the option of "presenting the requests without my support or postponing the budget committee meeting to give time to revise the budget." <sup>4</sup>He said the group voted six to five to present the requests. A Bulletin story quoted Pence as saying "the college must move toward the 20-1 ratio. This may mean fewer class sections and possibly a reduction in programs".

The next day the Board issued a statement to press and radio that they stood unanimously behind President Pence in his operation of the College and they chastized the faculty for bringing the complaints which were alleged to have existed for a long period of time to the Board at this late date, and then only after widespread publicity. Members of the Board said that if these problems had existed for such a long period of time, they should have been brought to the attention of the Board long before this. The Board stated it did not feel the charges presented by the faculty were substantial.

Mr. Chandler came out with an editorial in which he stated, "The Board has once again decided Pence is their boy. It took a long time this year, six hours in closed session before the board members expressed their confidence in the president."

*Insert*  
An editorial in the Central Oregonian was a little surprising because Prineville and Crook County as a whole, had not always been the biggest supporters of the College. The editorial is quoted in part:

Dr. Pence has a tendency to be a bit possessive about the college and at times is perhaps a bit dictatorial. He has a right to be. Without him there would be no Central Oregon College. If he spurs a bit hard at times, it's easy to understand. He wants his 'baby' to be the best and to have the best.

Bill Robinson, publisher of the Madras Pioneer, had a few rather caustic remarks to make which we thought just about hit the nail on the head. To quote his remarks:

'The roots of the revolt . . . go far back in the history of the college and they have been carefully nurtured over the years by a little group who believe that they should run the college, set their own pay scale, choose the faculty and in general assume the duties of the president and the board.

During the period of several days prior to the 'no confidence' vote, the teachers were so busy with their intrigues that they had little or no time for teaching . . . (until) the students were ready to vote 'no confidence' in the teachers.'

152  
58  
Robinson went on to say that he doesn't think the sympathies of the taxpayers are going to be with a bunch of non-teaching teachers with their heads in the clouds dreaming of power and fat paychecks.

Amen, Brother Bill, Amen.

Following the board meeting, twelve professors were notified that their contracts for the following year would not be renewed. Six of the professors were ringleaders in the faculty revolt. The other six were for budgetary reasons and they knew that it was coming and so did their division chairman. It was very unfortunate that the news media lumped all the non-renewals of contracts together, for the one group of six <sup>had</sup> ~~and~~ no relationship to the other group whatsoever. The non-renewals for budgetary reasons had been planned long before the "no confidence" vote.

The reason for notification was that by law an instructor had to be notified by the 15th of March if he did not have a contract for the next academic year. Therefore, all twelve non-renewals were announced at one time.

The American Civil Liberties Union protested the "firings" and threatened loss of accreditation for COCC.

Finally, to bring some order out of the chaos, <sup>2</sup> ~~Dr. Ponce~~ urged the COCC Board to request that Dr. Minear, Superintendent of Public Instruction, appoint a committee of educators and a member of another college board to make an investigation of the whole affair.

This apparently satisfied Mr. Chandler for the present as he wrote the following editorial:

Ever since the annual spring frolic at Central Oregon College began, there have been demands that "someone" do "something." (Mr. Chandler's demands were the loudest.--author) A start now has been made toward meeting those demands. Leon P. Minear, State Superintendent of Public Instruction has appointed

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four members of a committee to make an investigation. As this is written, one more member is being sought. The committee will meet in Bend in mid-April. Its report to Minear and the State Board of Education will be made as soon thereafter as possible.

In such a committee lies the only real hope for some reasonable solution to the current mess at COC. It is apparent no local group is disinterested enough to arrive at such a solution.

Don Pence can't. He's fighting for his professional career, and cannot claim to be disinterested. The COC Board cannot. Its members have indicated the whole situation at COC was a surprise to them before this month, when problems have existed for years. The board issued a knee-jerk resolution in support of Pence, claiming faculty charges were "unsubstantiated" (unsubstantiated, perhaps, since the board refused to hear them. But hardly unsubstantial.)<sup>1</sup>

The faculty is not in any position to sit in judgment in the dispute between a large number of its members and Pence. It is committed. Faculty members are adversaries.

The student body is in no better position to judge. It is perfectly capable of arriving at judgments, but is highly unlikely to be able to sell them to any of the disputants.

The students are the ones most likely to suffer in any continuation of the present Donnybrook. They are spending time and money in an effort to get an education. The money can be replaced in most instances. The time is gone forever. If they cannot get from COC what they are there to get, the loss to the students is a serious one.

Minear is an honorable man, and a painfully honest one. He has failed on occasion to win friends and influence people because he is so forthright and outspoken. He has done his level best to name a committee which is unbiased, strong and capable. His level best has been pretty good in this case. You can be sure that if he feels the committee hasn't done a good job he will not hesitate to say so.

Minear will present the report to the State Board of Education. That board is composed of seven citizens from around the state, none of them "paties" and none of them rubber-stamps for anyone. (Mr. Chandler being one of the seven - the author)

<sup>1</sup> Author's note: The word is "insubstantial."

154  
60

You can be certain that when the hearing committee, Ninear, and the State Board are through some light will replace the present heat.

The dates set for the visit of the investigating committee were April 13 and 14.

In the meantime, everyone tried to settle down and tend to the business of running the school.

Two representatives from the American Association of University Professors visited the school in late March to confer with ~~President~~ <sup>Mr.</sup> ~~Fance~~, the dean, the president of the Faculty Forum and others. They urged re-examination of the non-renewal of contracts and suggested corrective action where "violations" had occurred. By violations, they meant lack of what they called "due process" in non-renewal of contracts. They alleged certain faculty were tenured and should have been given a year's notice at least.

COSC did not have tenure; however, it had been claimed in the "Self-Study" which had been presented to the accrediting committee that when a faculty member was appointed to his fourth year it was "regarded as tantamount to tenure." However, it was stated in the same Self-Study that the college did not have a tenure system.

Nevertheless, the AAUP representation and the affected faculty members insisted that tenure had been violated, although the assistant attorney general, when consulted, had declared that no law had been broken by the non-renewal of contracts and that the faculty members had no defense before the courts.

The representatives of the AAUP finally agreed that they would await the report of the investigating committee before they pursued the case further.

An ACLU spokesman threatened the administration with loss of accreditation in the same manner as they did in the "Brilliant Affair" when they threatened the school would not be able to attain it.

April 13 and 14 finally arrived and so did the investigating committee. The public and the press were barred from the meetings and the committee listened behind closed doors to all who wished to be heard. They also met with groups, such as the Faculty Senate, Executive Council and students. They met with the COCC Board the night before the scheduled hearings were to start. It is presumed that Mr. Chandler had an audience with them also.



## CHAPTER XIV

## FINALE

1967

1

The long-awaited report was finally released April 23. (See Appendix)

Although nowhere in the report can one find that the committee recommended dismissal of the president, the editor of the Bend Bulletin immediately stated in his editorial concerning the report that:

The way ahead seems clear. The steps which need be taken, a careful reading of the committee recommendations indicates, are: (1) The college administration needs to be changed. (2) The board needs to re-define its own position and policies. (3) The faculty organization structure needs some serious attention. (4) The board should hire an experienced consultant to advise it in setting up new administrative practices and procedures. (5) The board should start a search for the best possible new president for COCC, presumably a man of proven administrative ability and with experience which would be useful in the job.

Mr. Chandler said these were the things which needed to be done from his interpretation of the report. He said the membership of the committee had been chosen wisely and that they did exactly as they were asked to do.

After the report was made public, the dean, wanting to do what he thought was best, presented his letter of resignation to the president, who, in turn, planned to present it to the Board in their next meeting. When the Board met, they decided in executive session that they would not accept the resignation of the dean at that time nor would they make it public that the resignation had been tendered.

They did decide to hold a hearing of their own along the same

lines as the one held by the investigating committee to try to "get to the truth and attempt to determine what action should be taken."

One of the board members stated that the investigating team's report was "general, inconclusive, and left it up to the COC Board to get to the truth of the matter."

This so infuriated the editor of the Bulletin that he came out with the following editorial:

For reasons of its own, which it has not bothered to make clear to anyone else, Central Oregon Community College's board of directors refuses to believe the report it requested of a special committee which called for a change in the school's administration. Specifically, the report calls for the removal of Dr. Don Pence as the school's president, among other things.

One board member said the report was "inconclusive" and left it up to the COCC board to decide what action was to be taken. Another board member told the Bulletin he "could not read that" into the report, when asked if he thought it called for Pence's removal. A third, writing in a Madras newspaper, said the report "offered little comfort to the faction dedicated to getting . . . Pence fired."

Board members must have their heads deep in the sand, indeed. The report itself is very clear to everyone excepting board members. The chairman of the special investigating committee says the report calls for Pence's dismissal or resignation. The State Superintendent says the same thing.

The report, as we have noted before, is an excellent one. The COCC board asked for it. It asked for definite recommendations on steps to take to straighten out the COCC mess, a mess of several years' duration. It got exactly what it asked for. The report recommended a change of administration, improvement in the board's own practices, and changes in faculty structure.

Even those things, it noted, will not complete the cure. Those actions must be taken, or the college's accreditation status will be a real blow to the students of the school, who have carried far more of the load in this mess than they deserve. Even after the actions are taken, it will take a period of massive cooperation and good will to overcome the present problems.

Voters in the college district have an opportunity to make their voices heard in the matter. They can make those voices strong enough so anyone can hear them, whether he wants to hear them or not.

We refer, of course, to the vote on the college's annual operating budget, to be held Monday. Voters throughout the district are asked by the board and administration to approve that budget.

Those who vote against the budget will be saying they do not approve of the way COCC is being run. They will be saying they read, loud and clear, the message of the investigating committee, even if the board and administration do not. They will be adding their voices to those which earlier have demanded a change in the school's administration.

The Bulletin reluctantly recommends a vote against the budget. We do not think it is particularly a bad budget. It is about the same as last year's budget, although that was too high. Enrollment did not meet the figures envisioned last year. There is every reason to believe it will not meet next year's projections, either, unless the situation is improved on the hill.

Voters in one board area have a choice between two candidates for the board. One is an incumbent. He is opposed by an able resident of that area, who agrees with the special committee's recommendations regarding the school's administration. The Bulletin feels the best interests of the college will be served by the election of Joseph Larkin in the Redmond sub-district.

Only by whole-heartedly accepting all the recommendations of the special committee can COCC's board avoid even deeper trouble. Sooner or later, its members are going to have to reach that conclusion no matter how uncomfortable it may be personally to some members of the board. The sooner they do, the better off the school will be. Unfortunately, it seems, district voters will have to help them reach the inevitable conclusion.

The editorial shows how desperate Chandler was. He saw his opportunity for getting rid of ~~Dr. Pence~~ <sup>Mr.</sup> slipping away from him. Here was a member of the State Board of Education recommending against the passing of a community college budget and threatening future votes against the school's budgets until the board came to realize it would have to get rid of the president of the school before the editor of the



Bulletin would recommend passage of a budget. This was blackmail, pure and simple.

Needless to say, the college budget failed almost two to one. However, budgets had failed all over the State, a number of community college budgets included, so it was not conclusive that the vote against the COCC budget was necessarily a vote against the president.

On the same day the foregoing editorial was published the COCC Board was holding its own private hearing behind closed doors in the COCC library.

Following the defeat of the budget and the board hearing, President Pence resigned his position as head of the College. (May 1, 1967)

The Bend Bulletin published the public statement issued by the Board in the following manner:

The Board, with great reluctance, and citing his long years of leadership and his pioneering efforts for Central Oregon Community College accepted the resignation of Dr. Pence, to be effective upon the expiration of his contract (July 1, 1968).

The Board also accepted the resignation of Orde Pinckney, as dean of the faculty, but requested that he remain at the college as a teaching professor.

One could almost hear Mr. Chandler's sigh of relief as he responded with the following editorial:

The Central Oregon Community College board's latest statement, and amplification of some points in it by individual board members, gives promise of a new and brighter day at the Ambrey Heights school. The board has acted to implement the report of the special investigating committee, and that action appears to be continuing.

The board, in our opinion, is acting in good faith. Faculty members, students and district residents should accept the board's attempt to straighten out the recent mess in that light.

The board has some tough jobs ahead of it. It is seeking expert help to perform those jobs. It will hire an experienced

160  
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education consultant to help define its own job.

First, it must select a new college president. There should be no lack of qualified candidates. The community college movement in Oregon still is new enough to be exciting to many professionals in the field. There is an excellent system of community colleges in California, and another in Washington. Several other states have good ones. Certainly a good administrator can be found who is willing to take on the chore at COCC.

Usually, the selection of a college president is the ultimate responsibility of the board. Such is the case under Oregon law. But by custom, such a selection most often is made after consultation with the faculty, with the students, with alumni if the school is a long-established one, and with those who pay the bills. Such consultations will be sought in this instance, board members have indicated. That fact alone should ease the job greatly.

The board has undertaken a reassessment of the action it took in firing a number of faculty members. Some were released for reasons not involved in the current controversy; others may expect to retain their jobs.

The board therefore has done the things asked of it. The rest can do no less.

Some board members are somewhat less than receptive to suggestions from this quarter. It's hard to blame them in some respects. A lost piece of hide heals slowly sometimes.

But we suggest the board go after the best man available as president. Having obtained him it should define its own role in the college, and stick to that role. It should give the new man all the help he will need. It should leave the selection of a new dean up to him.

The faculty should settle down to its job, and do its best to help the school function smoothly in the future.

And the rest of us should do our part by seeing the school has adequate financial resources to do its job next year. That can be done when the board submits the budget for another vote.

The COCC Board had bowed its head and accepted the resignations of the President and the Dean. (One board member resigned because he could not go along with the game.)

The Board immediately offered contracts to the six rebel faculty

161  
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members and eventually hired back all the others. Three of the dissident faculty members had acquired positions elsewhere and did not accept contracts.

Chandler had instructed the Board in how to go about selecting a new president. He had assured them that they could now have their budget -- they had learned their lesson. (See Appendix, Bulletin editorial, April 30, 1968)

Mr. Chandler's triumph was complete. He had stuck his final pin in his little dolly. No more were needed.



*It would be fitting at this point to quote from Kellogg's manuscript:*

(May 12, the college choir again presented "South Pacific." Same director, new cast. Dallas Quick said it was the last musical he could put on and he thought it fitting that he end with the one he started with ten years ago. It was a fine production. In Mr. Quick's eyes it was a big improvement on the first one. To some of the rest of us who had been so thrilled with the first presentation, it was not the same. The second presentation was perhaps more polished, but it lacked the bounce and enthusiasm of the first performance.

Perhaps it was symbolic. We were all losing our enthusiasm and bounce. The college needed new blood. The old blood was getting tired.

Just three weeks after Dr. Pence resigned as president of Central Oregon Community College, he accepted the presidency of a brand new college in Central Arizona. They had a board of directors and had just passed a \$2 million bond issue and were ready to build a college. It was their belief that Don Pence could do the job for them. They chose wisely.

Dr. Pence was older; he was tired; he was slightly disillusioned; but, he still had a spark left which would inspire him on to new accomplishments. He is a builder, and no matter what obstacles are thrown in his path he will keep on building for the future of our youth.

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163  
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Those he left behind are the losers.<sup>1</sup>

The second time around, the college budget was passed by the voters. Mr. Chandler boosted it and recommended its passage.

The Bend Chamber of Commerce and friends of Dr. Pence gave him a fine testimonial dinner in farewell.

At the dinner, the COCC Board announced that the new music and art building, soon to be completed, was to be named "Pence Hall." This was the first building on the campus to be named after an individual, living or dead. All the other buildings had geographic names. The Board made this one exception. It is doubtful that they will make another such exception, at least for many years to come. ))

~~Note:~~ Kellogg's assumption was correct however on November 15, 1982 the COCC Board made a second exception and named the new performing and visual arts center "the Pinckney Center for the Arts". The conference room in the library had previously been named the "William Robinson Room" after the death of long time board member William Robinson of Madras.

<sup>1</sup> In September of 1969, Central Arizona College opened its doors to over one thousand students. In just two years and two months from the time Dr. Pence went to Arizona, a college was built, a faculty was hired and the students were there. From all reports, the Central Arizona Board is well pleased with their choice of a president.

essentially indicated that unless this happened he would lose faith in the President. Pence did not take this action for at this point he had to choose between two very strong leaders and educators. Both men had made tremendous contributions to the college development. Pinckney who had worked shoulder to shoulder with Pence across the length and breadth of Oregon to make the citizens of the state community college conscious. They, with faculty help, had brought the school up to the point of applying for accreditation. ~~Pence says in retrospect that he should have handled things differently and tried much more diligently to solve the differences within the faculty and between the faculty and the administration. Perhaps "my stubborn streak of not wanting to be told what to do got in the way of reasonable arbitration of the matter."~~ ~~From that day on~~ Phil Ryan <sup>lived up to his promise</sup> became a principal opponent of ~~President Pence~~. Louise Jennings, another one of the finest teachers to ever grace the college, lined up with Ryan and Shepard. Robert Johnson, Assoc. Dean for Voc.-Technical, had long felt that Pence carried too much of the burden of administration on ~~his~~ <sup>my</sup> shoulders.

~~Pence points out that~~ Dissent among faculty and students was not an uncommon thing during the sixties. This was the era of the Viet Nam War with its student demonstrations aided in many cases by faculty members. Faculty, as indicated earlier in this history, were striving for more control of institutions and they were assisted by their so called professional organizations (by any other name a union is a union is a union). ~~Pence says he~~ felt some comfort in knowing that ~~he~~ <sup>g</sup> was not alone in these administration versus faculty and/or student conflicts. ~~His~~ <sup>my</sup> good friend Dr. Elmo Stevenson, President of Southern Oregon College of Education, was having similar problems. Stevenson had built SOC from a little normal school to a very respectable four year college. The following excerpts from a story in the "Oregonian" of April 20, 1966 describes the situation there: (Story written by John Guernsey a highly respected reporter)

All is now quiet -- or nearly so -- on the Southern Oregon College campus; and a new constitution to give faculty members more voice in the operation will be developed.

SOC President Elmo Stevenson met all day Monday with members of the college's defunct faculty council. The meeting was an aftermath of last week's mass resignation of the 13 - member faculty council, and student demonstrations in which Stevenson was burned in effigy.

Stevenson said his problems with the faculty developed because SOC has been growing at a record rate, and "we have all been so busy handling the immediate problems that we have lost touch with each other, - we had lost communication."



Members of the defunct faculty council indicated they resigned because of the lack of communication with Stevenson, and because several council recommendations to Stevenson had not been complied with.

These remarks and attitudes were quite typical of the troubled situation on many campuses. To further illustrate this diversity of opinion among college and university faculty as to just who should run the school, I will present another similar case that gained much national publicity. The following excerpts came from remarks made by Dr. William Peterson, a sociologist of national repute and a member of the Human Sciences staff of the University of Boston and for the previous ten years a professor of sociology at the University of California at Berkley. A few short excerpts follow:

The superficial reasons for the deepening malaise are known to every newspaper reader in the country, but the more fundamental causes go beyond rational responses to recent events. Very little has changed since I left the university (Berkeley) last fall. As before, the Berkeley yahoos still largely determine the time, place, and manner of their irresponsible attacks on the University, the nation, and every other democratic institution. Clark Kerr has been dismissed as president, but before his dismissal he was not a very popular figure with either the faculty or the students. Governor Reagan's ill-advised proposal to charge tuition was voted down by the Board of Regents. The university budget, like every one before it, will undergo a fight in the legislature.

As for the faculty, in a utopian world I would believe in a university run by its faculty. But in this world I must note that the Berkeley faculty at least has squandered its every moral right to play a major role in the university's affairs. The typical faculty member wants the faculty---not the administration or Regents---to control the University, but he does not want any roles of discipline to be established or to be responsible for faculty self-discipline; and he tries whenever possible to avoid serving on committees. Still more troublesome is the fact that a politically radical minority within the faculty have dominated its recent affairs. The faculty group has behaved increasingly like one of the more irresponsible trade unions, abandoning professional standards in its search for higher pay for fewer duties. A professional is governed by a code of ethics, which is enforced against erring members by the professionals themselves. Yet at Berkeley even the most public and persistent breaches of academic canons have brought forth no call for disciplinary action from the professors even though the vast majority themselves obey their rules. See appendix D for the more complete text of these remarks.

Citing the U. of C. Berkeley story is appropriate for another reason. The same anti-establishment movement that brought down President Clark Kerr, also played their role at COCC via Ashley Brilliant and later a Bulletin reporter -- Pat Angle, both Berkeley products. Good things also came out

of Berkeley. Dr. Orde Pinckney, now "Distinguished Professor of History" at COCC and former Dean of Instruction at the Bend college is also a product of the U. of C. - Berkeley.

To point out a situation even closer to home. A publication (The Northwest Review) at the University of Oregon published several articles, poems etc. in very poor taste. Groups of irate citizens upset by such "filth" called for the resignation of President Arthur Fleming. A college or university president is caught between two diverse attitudes, the conservative taxpaying constituency and the liberal students egged on by some, but not all of the faculty. Pence had this plus one local newspaper that seemed to enjoy stirring the pot.

Pence wasn't hanged in effigy by the students - this technique had already been used on the editor of the Bulletin a few years before, but he was censored by a 30 to 17 vote of his faculty.

*out*  
*out*  
*Jim*

Pence says in reviewing his administration: "I recognized that tenacity was very important in the developing years of the college when opposition seemed to come from all quarters. However tenacity may turn to plain stubbornness, particularly when dealing with those close too you and who have also helped put the college on its feet and make it into a fine academic institution". Pence's resistance to being dictated too probably clouded his vision when dealing with staff. [The damage had been done and eventually the faculty divided into three groups -- the loyalists, the dissenters, and the neutrals. (See Exhibit 33) It is interesting to note that the loyalists are the only ones still remaining on the COCC faculty. All of the dissenting group have either left voluntarily or been pushed out over the years. Those loyal to President Pence have been loyal to President Boyle.

*Looking back & crying over spilled milk serves no good purpose. Regardless I who was at fault, was not convinced. My job was to get on with a new challenge.*

Out

The reader is reminded that all these events were taking place at the time of student campus riots, due to the Vietnam War etc. Presidents were being locked out of their offices, students were taking over governance of institutions, sometimes with encouragement from some of the faculty. One of the best examples of a president standing up to this pressure was the case of Dr. S. I. Hayakawa of State College. His firm stand won him national fame and he later became a U.S. Senator from California on the strength of his aggressive conservative reputation. College and university tenure across the nation was under three years. Pence had 15 years to his credit and no one could charge him with being a fly by night operator. He reasoned that perhaps he should capitalize on his success and move on to a new position. He sensed that he was more interested in promotion and development than in routine operation. Always a fighter, his stubbornness slowed down his search for a new and challenging position. The long ten years of sparring with Mr. Chandler were when combined with other forces both external and internal were sapping his energy. Perhaps it was time to quit playing "King of the Mountain" with Mr. Chandler. Perhaps he should move on and let Chandler have the mountain.

Pence says that he got his first strong message of days to come when he attended the 1966 annual convention of the AAJC, held that year in Dallas, Texas. The AAJC membership is made up primarily of two year college presidents and deans along with a good many board members. One of the sessions was put on by union leadership -- American Federation of Teachers, the American Association of University Professors and a teachers organization called the Association for Higher Education. The speakers were the top leaders in these organizations and they stated very brazenly to the presidents and deans there assembled that "You have been running the schools for too many years and we hereby announce that you have had it". This militancy on the part of the teachers unions usually referred to by the membership as "professional organizations" was quite a blow to the audience. It did portend the days to come for over the intervening years teachers professional organizations (unions) have continually gained in power and forced arbitration. The gauntlet had been dropped and faculties at all levels started seeing themselves in a new light. This was a gradual



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development but a never ending contest between the two ends of the spectrum. The so called "tax payer revolt" was beginning to surface concurrent with these events. Newspaper and other media editors were of course diverse in their appraisals of the creeping and sometimes sweeping changes in school administration and tax support. Pence, not being the type to cut and run under pressure, might leave but at a slow walk. He says, "living with criticism and political heat is part of the nature of the job". Harry Truman when criticized said "if you can't take the heat then stay out of the kitchen".

These changes from the traditional role of the administration (management) to greater participation by certified personnel were symbolic of the changes that had taken place in American industrial labor a hundred years earlier. The professional teachers unions were determined to change the system of management in education. There was justification for change just as there had been in industry. Managers, as sole representatives of the boards without constraint, may act arbitrarily. On the other hand faculties (labor) may act irresponsibly since they do not work directly under the board and in turn the taxpayers or shareholders. Transitions in management are difficult and the resulting processes often misunderstood by the general public. In the case of a public school district or community college the voters register their disapproval at the polls. A public four year college or university has greater insulation from the public because they are funded by the legislature. All these elements were present in the tumultuous sixties. It is an American tradition to try and find a scapegoat to blame your troubles on and many school superintendent and college or university president became just that. The management transition is still going on but during the intervening years labor (professional unions) has won many of its objectives. Due process and labor negotiations and arbitration are now standard practice. All these gains may have helped teachers but the taxpayers have become increasingly unhappy and their resentment has shown itself in defeated budgets.

Central Oregon College was one of the pioneers in this struggle over control. Southern Oregon College at Ashland was not the only college to rewrite the school constitution. One of the chief criticisms of COCC was the lack of an appropriate policy book. Pence say in retrospect "what I should have

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done was sit down with the board and representatives of the faculty and classified personnel in 1962 (when the new board took office) and have developed a comprehensive board policy book. (Constitutional guarantees to all concerned)

*out*

Pence says "I had my eye on Arizona for some time since I sat on a national committee with Dr. John Prince, State Director of Jr-Community Colleges in Arizona. I would ask John each year, "when is Arizona going to move in establishing a state system of jr-community colleges. Prince in 1967 stated that ~~it~~ appropriate legislation had been passed and that several colleges were starting to develop." Arizona Western (Yuma) College Pres. Dr. John Barnes had just been appointed the new president of ~~Boise~~ the new college in Idaho - Boise State. (formerly Boise Jr. College), and that colleges were being organized in Prescott (Yavapai), ~~in~~ Pima College (in Tucson) and that central Arizona, south of Phoenix had selected a site and were preparing to submit a bond issue for construction.

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Dr. Prince resigned from the State Jr. College Board and accepted the position <sup>Directorship Position</sup> of Dean ~~or President~~ of the newly created Glendale Jr. College in north Phoenix. Dr. Marvin Knudson, a ~~far~~ whom Pence knew quite well, was the new ~~Dir~~ State Director of Jr-Community Colleges for Arizona. Knudson kept Pence informed of developments and recommended Central as the ideal spot, partly because of its being half way between the two large metropolitan centers of Phoenix and Tucson.

Plot

Pence relates that the COCC budget committee and board met ~~on~~ just prior to the annual meeting of the AAJC, this year in San Francisco, Calif. He and George Zahl, Voc. Technical Dean were to attend. The budget board again asked Pence to try and ~~reduce the force and~~ pare down the budget. Pence and Pinckney went before the COCC Division Chairmen and requested that they have on Pence's desk upon his return from San Francisco, the name of the instructor <sup>in their division</sup> to ~~be~~ not be offered a contract next year. <sup>Should a reduction in force become necessary</sup> Pence and Zahl proceeded to the meeting and a few days later Kellogg ~~called Pence~~ the Presidents Secretary called Pence to inform him that the faculty senate had held a full meeting of the faculty and voted 30 - 17 a "no confidence" resolution.

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What had happened was that the dissident division chairmen (not all were dissident) working in concert with the dissident faculty members had decided that they would try to keep all position and not recommend any reduction in force. They choose the "no confidence" vote as an opening wedge to save the position, and alert the board that they were serious. Naturally this gave the Bulletin a ~~xxxxxx~~ field day of material and startling headlines.

*Out*

Pence returned depressed on the one hand but in a controlled rage on the ~~xxx~~ other at the insubordination of ~~the~~ certain division Chairmen. He called a general faculty meeting and informed them that his instructions would be carried out. He then proceeded to send dismissal notices to six dissidents and to six he and Pinckney selected <sup>for</sup> RIF. This action brought out the ACLU, the AAUP and other ~~teacher~~ teacher rights protection organization<sup>s</sup> to chastize Pence for his precipitous action. This act gave news media state wide something to write about and brought forth at Pence's suggestion a ~~xxxxxx~~ state team to investigate the goings on at Central. The <sup>report of the</sup> state committees investigation was critical of both sides and not specific. Mr. Chandler seemed to be able to read things into the report that even COC Board members could not see in so many words.

The final ~~xx~~ <sup>coming on May 1, 1967</sup> blow was the defeat of the general operating budget for the college, ~~which Mr. Chandler helped~~ In spite of Mr. Chandler's charges that this was Pence's fault there ~~was~~ was no clear indication of just what happened. The "trouble on campus" no doubt had its effect, but interestingly enough college and school budgets have been failing quite consistently ever since then. Chandler stated that ~~with Pence's help~~ if Pence would leave the budget problems would be solved. The solution was only temporary.

out

Pence felt ~~xx~~ that if he was really the problem then his resignation would be a help to the college he had worked so long ~~xxx~~ to bring to its present state of development. Essentially the work of the builder was finished and the future held only the more calm task of day to day operation. Pence lived on challenges and he subsequently offered his resignation to the COCC Board. Millard ~~xxxi~~ Ekin a member of the board stated from Madras ~~xxxxxx~~ that if Pence resigned so would he. He could not be a party to seeing Pence go.

The impossible dream had gone full circle over an 18 year period and Pence ~~like~~ speeded up his job search to find new and interesting challenges. Pinckney offered his resignation as Dean and the Board ask him ~~xxxx~~ <sup>to</sup> stay on in a ~~x~~ a teaching capacity.

gn

Pence says: "Luck was with me, the Arizona development ~~was~~ <sup>Arizona</sup> was progressing. Central <sup>had</sup> ~~xxx~~ passed their bond issue and were ready ~~xx~~ to hire a president. ~~Pence's~~ <sup>my</sup> reputation as a builder gave ~~me~~ <sup>him</sup> just the edge ~~he~~ <sup>g</sup> needed ~~xx~~ to secure appointment by unanimous decision of the Pinal County ~~Board~~ College Board. COCC Board members were called ~~xxx~~ by the Pinal Board Chairman and their confirmation of Pence ~~xxxxxxx~~ <sup>me</sup> and ~~his~~ <sup>my</sup> ability as a developer fit right into for the ~~in~~ scheme of things ~~in~~ Pinal County, Arizona.

Pence says that Arizona was like coming from darkness into the bright light of day. Budgets did not require a vote of the people, only ~~then~~ a majority of the ~~College Board~~ <sup>the College Board</sup> members on ~~any of the Arizona or~~ Community College Boards. The state participated in construction costs. <sup>Arizona also had a separate Jr. Comm. Col. Board</sup> as well as operating costs. Only bond ~~issues~~ had to be brought to the people for a vote. Starting from scratch with only a site selected Pence was able, with a few administrative assistants, to put together a college campus, hire a faculty and prepare for accreditation in 3 <sup>4</sup> years.

A job that had taken 18 years in Bend. Pence says <sup>it</sup> was simple because Dr. John Prince of Arizona had spent many years getting the state to that point,

Dr. John Prince was considered the father of the jr-community college movement in Arizona. *Prince also lived to see the day of student of faculty strife within the Maricopa (Phoenix area) Co. College District.*  
~~Pence says:~~ "I had eight years to go until normal retirement, I had

~~and~~ good techniques in development of a college; in fact we developed three campuses in the Pinal Co. District over the first six years.

I did profit from my experiences ~~and~~ as Mr. Chandler said in his changes final editorial. I made ~~changes~~ mistakes in my administrative techniques, and did not make the same ~~mistakes~~ again. Pinal County Arizona

was a rewarding experience and one of the finest ~~XX~~ buildings on the *Cent Ariz College* ~~OAG~~ Campus the "Center for the Performing Arts" carries my name."

Looking back, if the eruption at COCC had not taken place just when it did, I might ~~never~~ <sup>not</sup> have had the opportunity for such a wonderful climax to my career as I had ~~a~~ <sup>at</sup> Central Arizona.

Perhaps Mr. Chandler in his last editorial gave me a challenge that I had to live up to when he said: "If ~~Pinal Co.~~ <sup>Central</sup> Arizona ~~has~~ <sup>deserves</sup> a place in the sun, ~~then~~ <sup>then</sup> Pence will find it" <sup>aim in that direction</sup> "Thanks Bob

for the challenge and I think that history will show that I did just that. ~~Chandler's~~ <sup>final to Pence</sup> editorial follows: (Bulletin 5-26-67)



CHANDLER'S FAREWELL EDITORIAL TO PENCE

*Bat Chandler had won the final battle between Mr. ~~over~~ ~~over~~ ~~over~~ policy, but his victory dance turned into a kind of salute for the future as the following editorial bears out;*

## Best wishes

5/24/67

If ever a fortuitous combination of man and job came about, it came about this week for Dr. Don Pence and the board of directors of Central Arizona Community College. The board has chosen Pence to head the school during its formative years.

Central Arizona is a new school. It now has (1) a board, (2) a president, and (3) the sum of \$2.5 million. It has a campus site, and no buildings. It has no students. In the next few months it must find faculty and students, and build enough buildings to handle both when it opens for classes in the fall of 1968.

In other words, Central Arizona is asking Pence to perform the same job he performed in Central Oregon before problems arose. Pence it can be presumed, learned a good deal from his problems here; they cannot be expected to plague him in his new post.

The Bulletin has disagreed strongly with Pence on some things in the past - hardly a surprise to either Pence or our readers. At the same time we have generally applauded those traits of character which make him an excellent choice for a new school just getting under way.

Pence is a promoter. If there is anyone now in Central Arizona who has never heard of the new school, it is safe to say he will hear of it before long. He is dogged. If the school has initial financing problems you can be sure Pence will push the state's Legislature and the district's taxpayers into doing something about it. He is a dreamer. If Central Arizona has a place in the sun, Pence will aim in that direction. Pence, we are sure, leaves Central Oregon with the best wishes of his supporters and those who have argued with him.

He leaves something else, too. His departure means Mrs. Pence will leave the faculty at Bend Junior High. One set of parents, at least, is very appreciative of the job she has done in helping turn a number of young girls into fine young women.



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here

Chambers editorial was followed  
by one by Editor Mary Brown of the  
Redmond Spokesman on 5/11/67

## Father of Oregon's Community Colleges

5/11/67

179

Too much has been said, written, inferred about the recent uproar at Central Oregon Community College, which resulted in the ultimate resignation of President Don Pence.

Far too little note has been taken of the successes of Dr. Pence, who actually is the "Father of the Oregon System of Community Colleges."

One of the state's leading educators, he believes that each individual should have access to education, that each should have a place in the scheme of things where he can begin and move to the maximum level of his capabilities. His philosophy embraces the entire spectrum of human activity from the professions to the skills. He thinks every person should find it possible to retrain in new skills two or three times, to meet demands of this technical age.

Central Oregon College became the reality of this man's dreams, of his beliefs. He wrote about some of these things in an article, "The Oregon Story," printed last year by the American Association of Junior Colleges in a booklet, "Junior Colleges: 20 States."

He tells how Central Oregon at Bend enrolled its first class in September, 1949. With the exception of the 1949-50 academic year, when it shared its existence, including staff, with a similar attempt at Klamath Falls, the college at Bend pioneered the Oregon movement for 13 years. Until 1964 COC was an evening school only, using the facilities of the Bend public schools.

As a night school the operation was failing by 1952 and the few classes started three years earlier seemed to have run their course. Don Pence, then music director for the Bend school system, requested the opportunity to continue the life of the so-called college. A music teacher by day, he directed the college at night in 1952-53, without any pay. The operation was rescued through Pence's determination.

Starting in the fall of 1953 he gave the college his total effort and was able to build almost from nothing, attracting strong faculty members. Local people were persuaded to join the effort.

When the school first started, it enrolled students under a statute commonly known as the "Dunn Bill," passed by the legislature in 1949. There were other at-

tempts to get suitable legislation enacted, but it was not until 1957 that a community college law was passed, providing \$150 per full-time student, or a theoretical 25 per cent of operating costs.

In 1959 there were important gains, Pence says in his article. These were the comprehensive concept in program by including vocational, adult, lower-division collegiate and guidance services in a single framework, and the "area education district" under a separate board of education. The law was further implemented in 1961 and a realistic formula of state participation was set up.

"Central Oregon College, like all pioneers, was blazing a trail for others who might follow," Pence recounts. "The writer has a feeling of gratitude to society for the opportunity of being involved in such a worthy pioneering movement. The involvement gave the writer a supreme challenge, as well as an opportunity to further his own education while assisting in the promotion of the movement."

Actually, Pence's doctoral dissertation, "Criteria for a System of Area Education Districts for the State of Oregon (1960)," set up the entire pattern and was a guideline for implementation of the movement.

In 1955 community colleges had no state help; in 1957 they got \$150 per full-time student; in 1959, \$200, with college districts made possible, and in 1961, \$433 per student, plus 75 per cent of building costs paid by the state.

How many times Dr. Pence went to the legislature, no one ever will know. Whenever he could get a crowd of two, he talked community college and urged action. It was he who persuaded state leaders to accept the concept. Along with state aid, he maintained there should be local autonomy.

Don Pence set the pattern for the future, and now, for him, it is finished, so far as Central Oregon is concerned. Where he will go or what he will do—probably now even he does not know. Being the kind of man he is, he doubtlessly will accept a new and even greater challenge.

However, let no one forget this man who was responsible for community colleges in Oregon. Only the future can measure to the fullest extent how great has been his contribution to higher education.

Pence says <sup>it</sup> is difficult to compare the long pioneering period at COCC with the prepared seed bed environment in Arizona. One of the big weaknesses of my administration at COCC was the lack of a comprehensive board policy book. Without such a document and strict adherence to it an administrator can rightly be accused of acting capriciously. When an institution develops so very slowly and under such adverse circumstances under a single chief administrative officer some things are put off and not formalized as soon as they should be.

One of the first things <sup>9</sup> ~~Pence~~ did in Central Arizona was sit down with the board and the administrative staff and draw up a very comprehensive set of rules, regulations, and policies for future reference by both the administration and the board. This policy book was updated continually as needed to remain current. If the board feels that the administrator is not carrying out board policy or they loose faith in the administrator then the chief administrator should be dismissed. School tenure policies normally do not apply to the chief officer. The chief officer is the boards representative and voice in administrative matters. Board members should not engage in administration and can act only when in a regularly called meeting with a majority present. Some board members never seem to understand this principle of management. ~~Pence says that his~~ <sup>my</sup> good friend Henry Hansen of Coos Bay, who worked so hard to get the college started there, forgot to quit running the show after Dr. Van Loan was selected as President. At Van Loans request <sup>9</sup> ~~Pence~~ visited with Hansen and tried to explain the difference. A similar situation developed in Tuscon, Arizona, when the president of the board, a Mr. Jacob Fruithendler, forgot to quit acting like he was president after the board employed their first president.

COCC was blessed with a fine board of outstanding citizens of Central Oregon. They were successful business and professional men and their boardsmanship was above reproach at all times. They understood their function and did their job in an outstanding manner. The members of the board in 1967 were Owen Panner, attorney; William Miller, business man; Rupert Park, attorney; William Robinson, newspaper editor; Millard Eakin, bank loan officer; Richard McRae, accountant and G.W. Oxborrow, oil distributor. On the original board Stuart Shelk, business executive who held Eakin's position and Robert Chandler, newspaper editor, who held Oxborrow's position. Panner, Miller and Chandler were from Bend, Park from Redmond, Robinson and Eakin from Madras, McRae and Shelk from Prineville and Oxborrow from Crescent.



#1

If there is a lesson to be learned from this history it might be summed up to the point - "Nothing ventured, nothing gained." When you accept a challenge you expose yourself to failure, but if you do not accept the challenge then you can never know the joy & satisfaction that goes with success.

<sup>29</sup>  
~~Pence~~ took one person with <sup>me</sup> ~~him~~ from the COCC staff -- William Hudson, Dean of Student Services.

~~Pence reports that~~ <sup>A</sup> few years after ~~he~~ <sup>me</sup> left one of the members of the dissident movement wrote ~~him~~ and expressed her regret and wished she had not taken part in such action. Pinckney reports that he has had visits with several and they too have indicated regrets and wish now that they ~~m~~ had found other means to express ~~their concerns~~ their concerns.

~~Pence related that~~ <sup>T</sup>he final chapter came recently (1984) when U.S. Senator Mark Hatfield came to ~~deliver the commencement address~~ and Dr. Boyle ~~xx~~ invited <sup>me</sup> ~~Pence~~ to sit on the platform as an honored guest. Hatfield who, as I have indicated ~~in~~ earlier was a latter day convert to the concept of jr-community colleges, opened his remarks by saying: "sitting up here with Dr. Pence gives me the same feeling that I would have if I were to attend a large political convention and see George Washington sitting on the platform".

~~Pence states in conclusion~~ <sup>T</sup>hat as ~~he~~ <sup>me</sup> walks the streets of Bend <sup>To day</sup> everyone is proud of the college, not only those who know of the struggles to get it developed, but the many who have no idea of just what took place. The important thing is that it is here and it is accepted by all. <sup>I hope that this book</sup> ~~These interviews and the ideas expressed in them~~ will <sup>more</sup> ~~hopefully~~ enlighten those who wish to know of the history of Central Oregon Community College.

→ *Insert #1*

(Pence moved to Arizona July 4, 1967 and continued to administer the affairs of the President's office at COCC through his secretary Dorothy Kellogg until the arrival of Dr. Frederick Boyle in Sept. 1967) (Mr. Fred Christiansen was appointed to fill the vacancy created by the resignation of Millard Eakin) (Dr. Pinckney accepted a full time teaching assignment at COCC)

CHAPTER XV

“ I LISTEN or THE WARM SPRINGS STORY

The Native American story nationally and locally is a long and sad epistle of neglect and abuse. Warm Springs family employment consisted of a few weeks of picking potatoes in the fall. (This was before the general use of mechanical pickers) The few hundred dollars plus the federal allotment provided one of the lowest standards of living in the area. When the federal government defined the reservation boundaries they gave the Consolidated Tribes (Warm Springs, Wasco and Northern Paiutes) the most worthless land from an agricultural standpoint. They miscalculated the future value of the forest products. The tribe inadvertently lost title to the hot springs area, now the Kahaneeta Resort. The hot springs had been sold to a Doctor who had developed a health spa several years back and thus was lost a potential asset to the tribe. A lumber mill was developed and owned by Sam Johnson a Central Oregon lumberman. The employees were nearly all non indians and the tribe received a royalty on tribal timber cut for the mill. This added a few hundred dollars per family to the meagre existence.

The previous paragraph describes the condition of the Consolidated Tribes of Warm Springs around 1950. Pence desiring to serve the reservation people contacted the BIA director of adult education. The director was Mr. Julian "Buck" Smith. Julian was a big Sioux Indian and a career employee of the Bureau of Indian Affairs. Pence states that "I ask Julian if the college could be of help and he in so many words said: 'Forget it, these Indians aren't going anyplace. They are lazy and shiftless and you'll never get them into the training and if you do they will drop out".

This initial contact was discouraging and my idea of helping the Warm Springs people through vocational programs on site were put on ice.

In 1955 a man came to my office in Bend introduced himself as George Smith, Director of Adult Education at Warm Springs. George was also a career man with the BIA but an entirely different type then Julian Smith whom he had replaced. Mr. George Smith was a full blood Cherokee from Oklahoma with a masters degree in sociology from the University of Tulsa. George immediately started outlining basic education and vocational trades classes that he wanted. George had the technique of graphically charting



his ideas as he talked. He ask what the college could do to help implement his suggestions. The college offered all possible assistance. George Smith surveyed the tribal needs and desires in vocational education. (The recruitment of young Indians of high school age was an integral part of the general recruitment via the Madras High School) The first program that we came up with was an apprenticeship program in basic electricity and electrical wiring. This required approval of the State Apprenticeship Council. After considerable argument the Council agreed, provided the Indians worked only on the reservation. Following general agreement, the chairman ask the tribal council representatives for comments. Mr. Harold Culpis, a Northern Paiute member of the Tribal Education Committee, Culpis said: "I listen". I mention this incident in order to tie it into later events. Lloyd Smith was Chairman of the Tribal Education Committee and he was very supportive of the proposed program. Pence states that he went to see Mr. Mr. Macy operator of the grocery store on the reservation and ask his advise. His comments were similar to those of Julian Smith spoken several years earlier. He said: "You may get them in the class but as soon as the going gets tough they will drop out". George Smith was not daunted by these pessimistic reactions and Pence says: "My faith was anchored to George Smith". We enrolled 24 Indians and one Anglo in the electricians class. Twenty three Indians and the one Anglo finished the class. The instructor for this class was Mr Mike Breen an electrician from Bend. We ask Mr. Macy the pessimistic grocery store manager to teach the first class in basic education as preparation for the high school equivalency examination. He was, I think much to his surprise, successful and with this success his pessimism began to disappear. When we graduated the electricians, George arranged it along the lines of a formal commencement exercise. Each student stood up and told what he had learned in the class. One older student, around 54 years of age, said that <sup>"he"</sup> learned how not to get hurt". As President of the College, I handed out the diplomas and much to my surprise George Smith announced that Dr. Pence would deliver the commencement address. Tribal dignitaries and BIA people attended. On the night of graduation from the basic education (GED class) George Smith had persuaded the entire Tribal Council to return from a business conference in Portland just to attend this graduation

182 2

graduation ceremony and furthermore to come in full Indian Tribal Dress. There were valedictorian and ~~salutatorian~~ <sup>salutatorian</sup> speeches and special presents for these two persons. Tribal Council members spoke and a regional representative from the BIA addressed the group. A special Indian dancer performed for the occasion. George Smith was determined to make the students and the audience proud of themselves and their accomplishments. This is good educational pedagogy in any school and the first wedge in changing the attitude of the tribal members toward the future. From this beginning we were able to introduce many training programs in keeping with the felt needs of the Indian community and the industries they were developing. The Tribe took the money the federal government paid them for losing their fishing rights on the Columbia due to the construction of the Dalles Dam and with it re-purchase the hot springs area, now called Kahneeta and developed the fine resort that has there to-day. On the day of dedication Charley Jackson, father of Vernon Jackson the Tribal Chairman, made a speech telling of the history of the hot springs. At the conclusion of his remarks he stated that the white man got it away from us once and if this resort project succeeds, I suppose he will figure some way to take it again. The Tribe also bought the wood products plant and saw mill from Sam Johnson with the stipulation that he would be paid from the profits. George Smith working with the college began setting up classes to train students for the jobs in the mill and at Kahneeta.

The employment picture began to change and where previously there were practically no Indians working at the mill by 1970 around 80% of the work force at the Forest Products Industry (Mill) and at Kahneeta were Indian. The top management personnel for these operations has been slower to develop but as young tribal members go to college and the universities and return with business and professional degrees all this will also change. Pence stated that when he was later working with the Pima Indians in Arizona one of them showed him an Indian paper that told how the Warm Springs people had risen from poverty to one of the most successful and financially independent tribes in the nation. I was proud to tell the Pima Indian that I had a part in that transition and working together we could do the same thing for the Pimas. (They too have made great strides in the years since then) Pence stated that he tried to get George Smith to join him in Arizona but he decided to stay with the Warm Springs. The wheels of the BIA do not always move when and as you might wish.

George Smith stayed in Oregon and upon his retirement moved to Madras where he now lives. Most of the credit for what has happened to the Warm Springs people must go to George Smith. Other Indian people played supporting roles. Vernon Jackson then Tribal Chairman and later Kenneth Smith became Tribal Chairman. Lloyd Smith as chairman of the Tribal Education Committee was helpful. Helen Jackson, wife of Vernon Jackson came to my office one day to discuss getting her teaching certificate (She was a graduate of Bacone Institute in voice). She worked out a program and received her elementary certificate and taught 5th. grade in the reservation school for many years thereafter. The Tribal Council was always supportive of these developments.

One of the most heart warming experiences that I had at Warm Springs was a few years later when they dedicated the new Community Center. One of the dedication speakers on the program was Harold Culpis whom I remembered as the stoic "I listen" Indian. Culpis delivered one of the finest speeches on educational philosophy and advise to parents and children on education and its importance that I have ever heard. This was delivered without looking at notes and in excellent oratorical style. This time he spoke and "we listened". The Indian woman who had been validictorian of the basic education class was now a teacher in the pre-school program offered at the new Center.

Experiences such as those at Warm Springs make up for the chuck holes that are inherent in the job of college president



A PICTORIAL HISTORY OF CENTRAL OREGON  
COMMUNITY COLLEGE





Original staff Cent. Ore. College:  
R.E. Jewell-Supt. - Howard Nicholson-Dir.  
Kessler Cannon-Speech. Front row: =

Kroll, Hst. - Richard Schultz  
Eng. - Nina Niskanen, Bus. -  
Lamper, Accounting

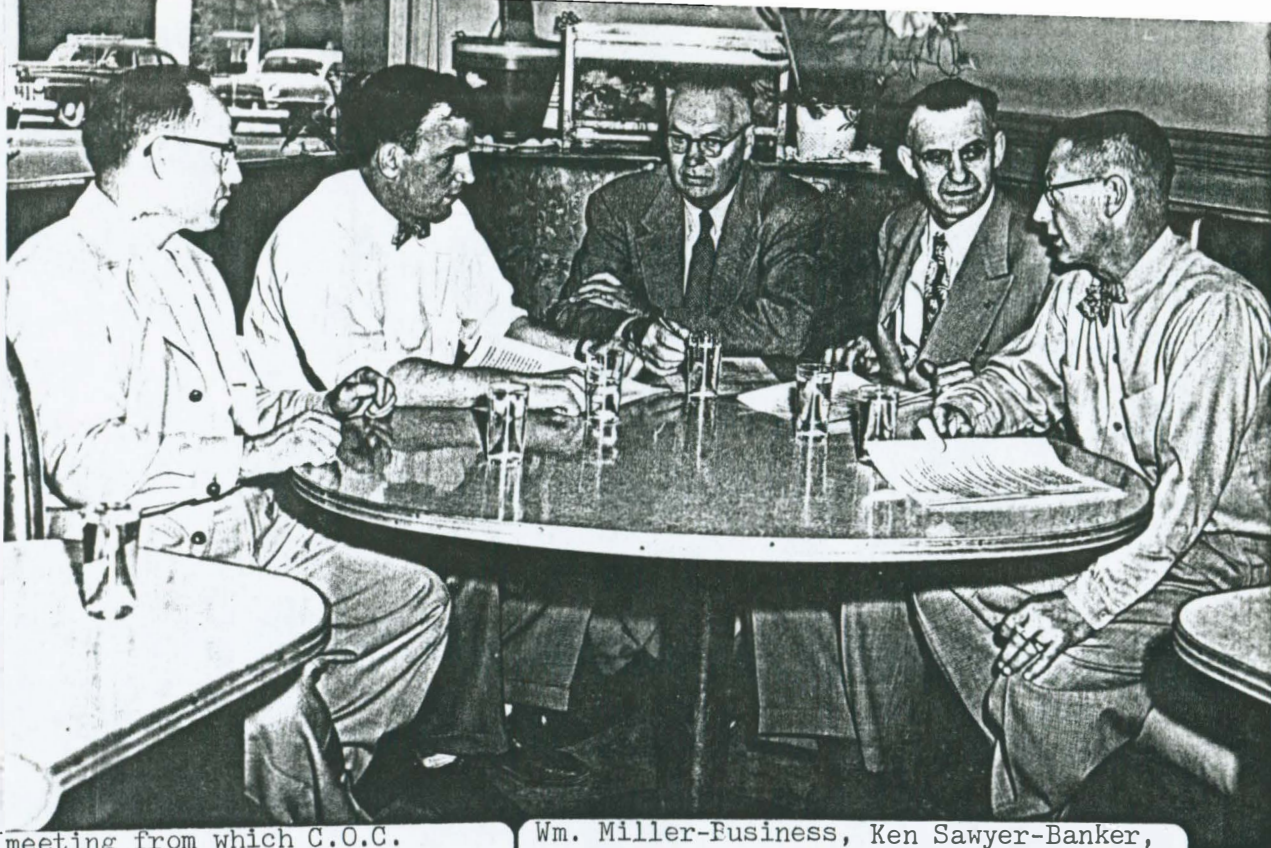
Wall calendar shows 1950-Since Jan  
Bushong was Supt. in 1949 when sch  
started this must be from second y





C.D.C. Staff & Admin. 1952 -Back Row: ( Albert Pike, Hst. & Asst. Dir.  
-Aryan Roest, Biol., Richard Schultz, Eng.- Don Pence, Dir. Byron Moore, Gen. Ext. -  
R.E. Jewell, Supt. Front Row: Howard Akers, Gen. Ext. Div.



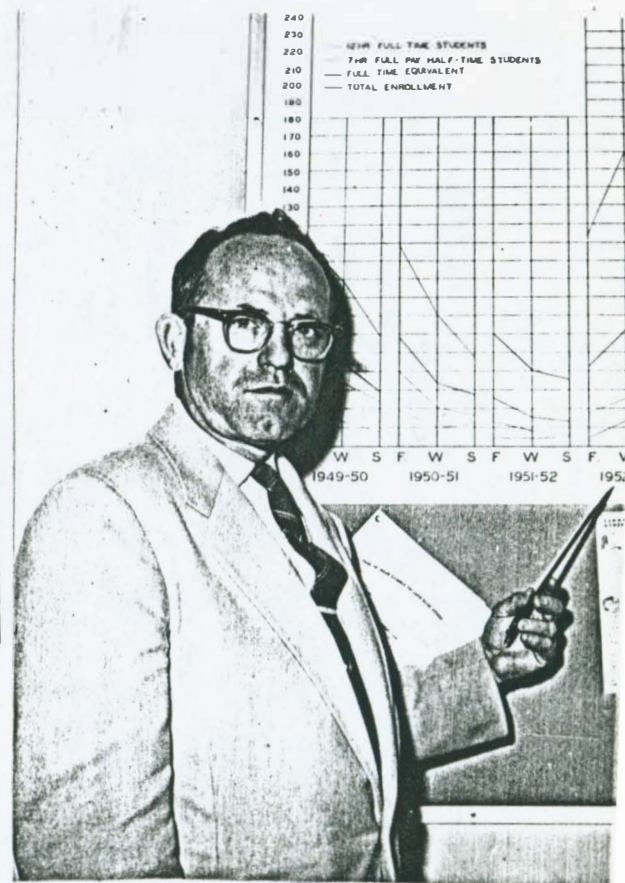


Original meeting from which C.O.C. Foundation was formed. Held in Pine Tavern - l-r = Don Pence-Pres.

Wm. Miller-Business, Ken Sawyer-Banker, Web Loy-Eagles Sec., Alva Goodrich-Attorney.

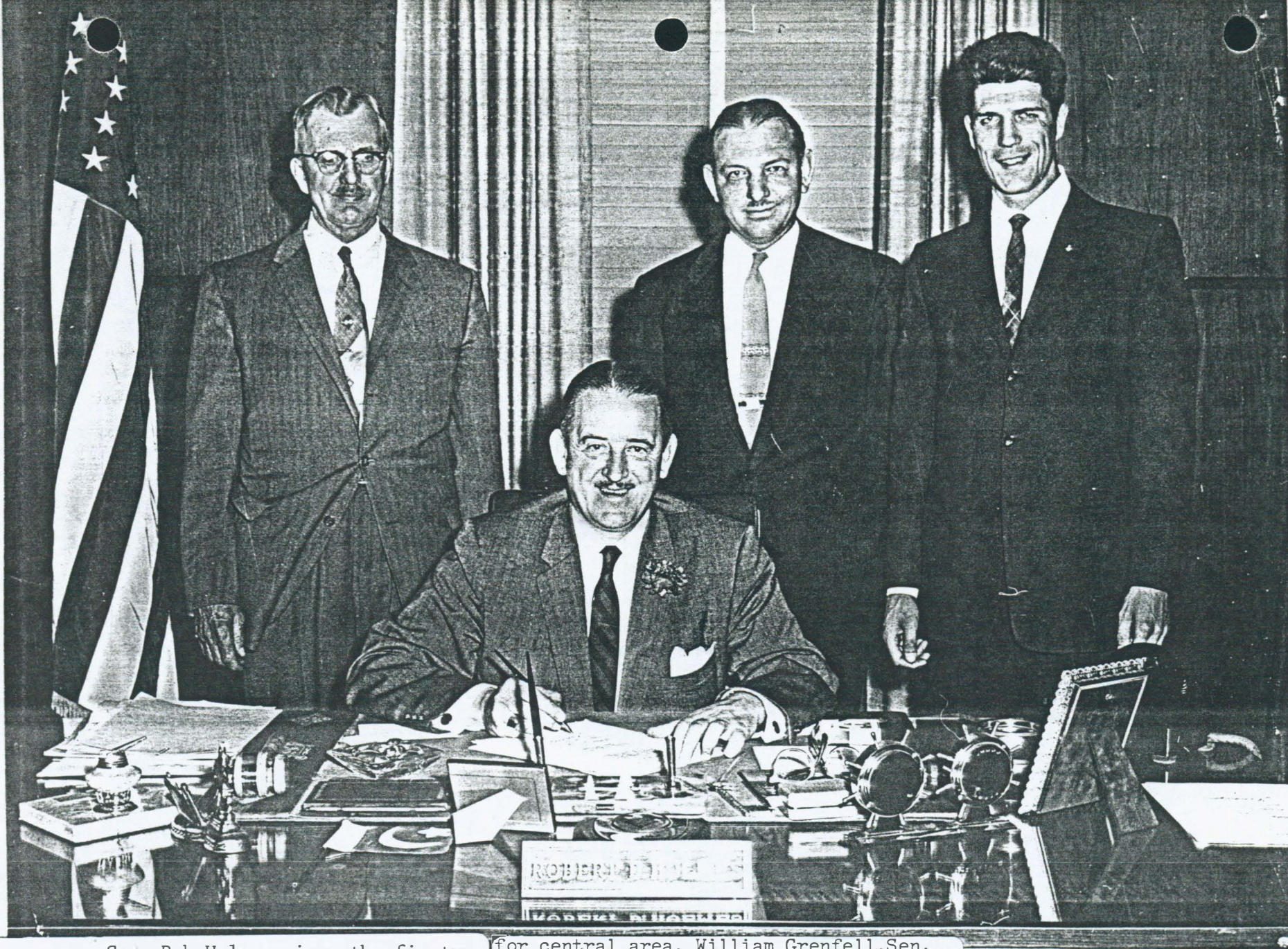


C.O.C. Adm.= Byron Moore, Asst. Dean G.E. Albert Pike, Hst. & Asst. Dir. C.O.C. Don Pence, Dir.- Phillip Hoffman, Dean G.E.



The enrollment goes up





Gov. Bob Holmes signs the first community college bill in Oregon history. l to r.-Ole Grubb Rep. Desc. Co., Boyd Overhulse Sen.

for central area, William Grenfell, Sen. from Portland & sponsor in Senate and Gov. Robert D. Holmes.





Doll hanging on the wall of Bob Chandler's office. Note pins stuck in heart area. This followed Bob's being hung in effigy by C.O.C.C. students.





The original heads of the various schools Eugene Voris, Treasure Valley-Don Pence,  
 1-r-back; Paul Wilmeth, Salem-Bill Cox, Central- Bob Hattan, State C.C.-Wm Loomis  
 Eugene-George Hendriks, Portland-Wally St. T.&I Dir.-Dick Boss, Clatsop-Leon  
 McCrae, Blue Mt.-Wendell Van Loan, S.W.O.C. Minear, St. Supt. of Ed.



Staff 1955

Back row: Marcus Mitchell, Leo Goetz, Orde Pinckney, Don Pence,  
Front row: Dorothy Kellogg, Louise Jennings, Lester McCreary,  
Helenmarr Wimp, & Bill Eastman







JOINT SESSION of the Senate and House Education Committees is seen here listening to Dr. Donald Pence, president of Central Oregon College in Bend, present a brief description of the community college situation in Bend. At this meeting on January 21 the two education committees reviewed the Interim Committee's report on the community col-

lege question in Oregon. Seen from left: Dr. Pence; Representative Al Flegel, chairman of the House Education Committee; Senator Monroe Sweetland, chairman of the Senate Education Committee, and Senator Alice Corbett, member of Senate Education Committee from Portland.

# Oregon Education





Sen. Don Husband of Eugene speaks for community college legislation 1959-61. Use of the chalk board to explain became his trade mark



Gov. Hatfield signs comm. col. bill 1959  
Pat Metke, Rep. Deschutes, Ben Evick, Rep.  
Jefferson, Co. & Gov. Mark Hatfield







Recently completed building on the Central Oregon College campus is the student union. This distinctive structure located in the upper area of the campus, includes game room, a bookstore, a ballroom, restaurant and lounge area.

# Central Oregon College

When Bend-Portland Truck Service, Inc., first distributed a scholarship fund to Central Oregon College, the school was only a few years old. Since that time it has shown a remarkable growth indicating that those who pioneered its establishment contended that central Oregon needed such a college, were correct.

The school started in 1949 as a part of the extension division of the State System of Higher Education and conducted night classes in the Bend Senior High School. From 1957 to 1961, it operated as a part of the Bend School District. Since that time, Central Oregon College has been operated as a community college by the Central Oregon Area Education District which is composed of Crook, Deschutes, and Jefferson Counties, and portions of Clatsop, Lake, and Wasco Counties.

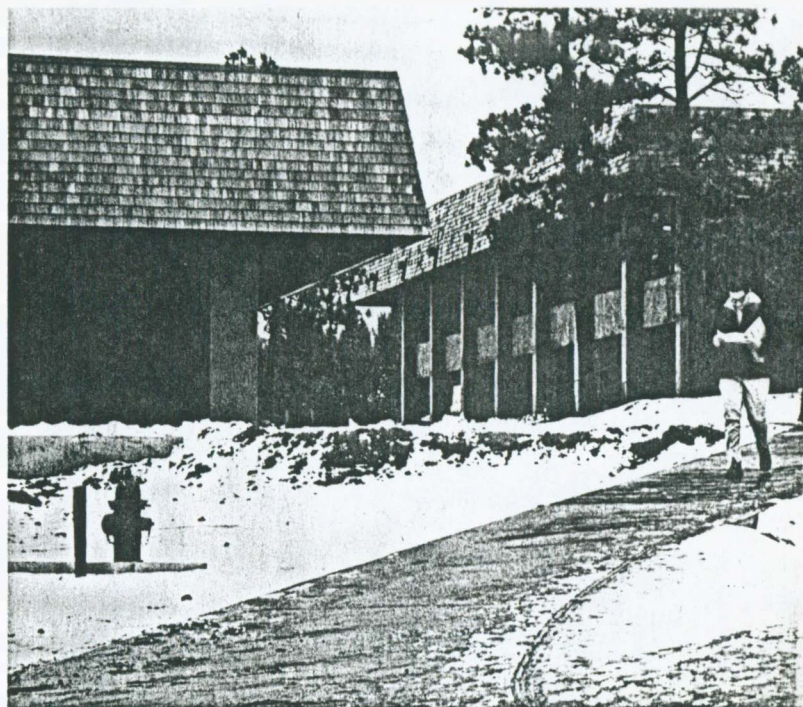
In September, 1964, the college began operations as a day school, though night classes are also held, on its own campus located on a west facing slope of Awbrey Butte on the outskirts of Bend, Oregon. The architecture of college buildings is most distinctive in keeping with the natural beauty of the Central Oregon landscape.

Don. P. Pence, Ed.D., president, has been with the college from its very beginning.





A new building, now under construction, will house the school's growing library.



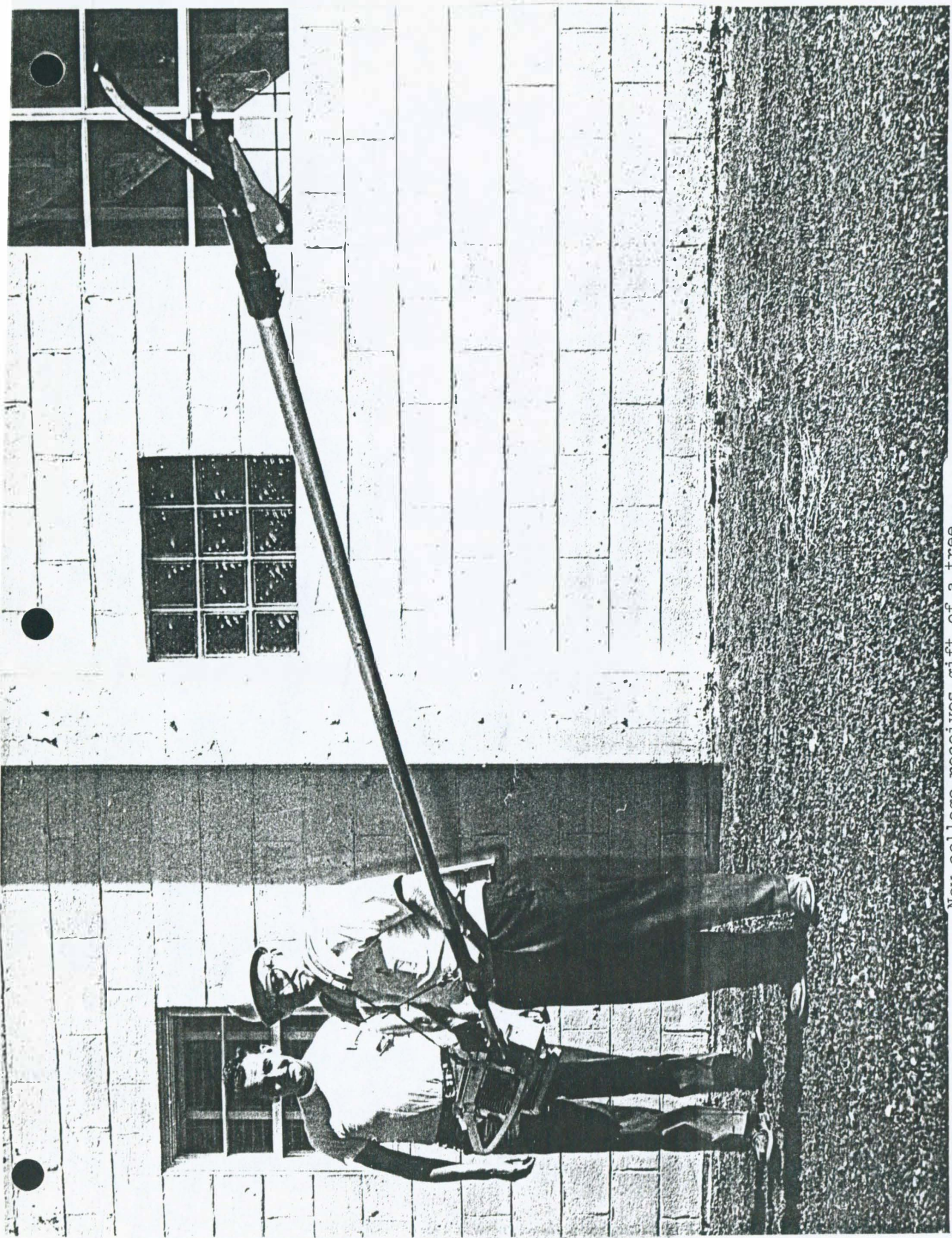
The unique style of architecture of College buildings blends wonderfully well with the pines, junipers, and lava formations of central Oregon.



Orde S. Pinckney, Ph.D., Dean of Faculty, has been with the college since 1955.







New college receives gift of a tree  
trimmer.



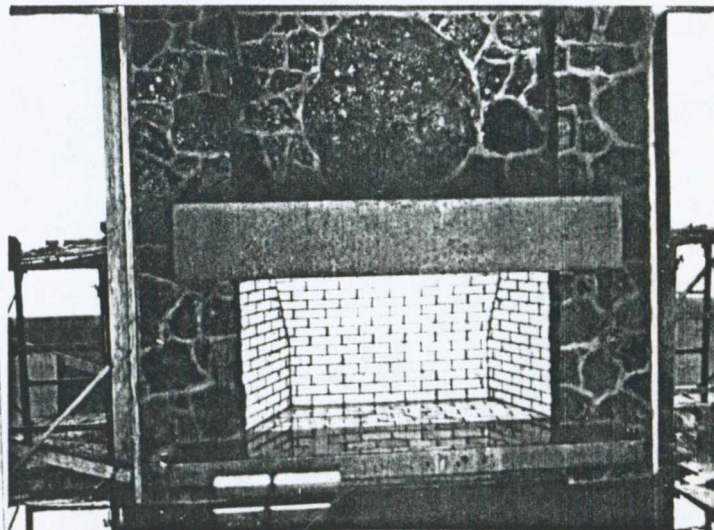
Breaking ground on new campus  
l to r - Don Pence, Construction  
Foreman and E. E. Steinlicht,  
Contractor.



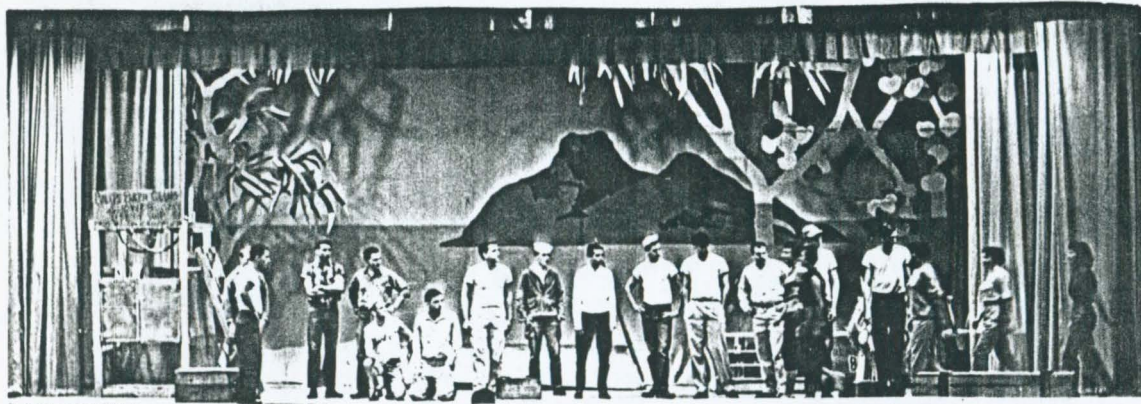
First graduating class of  
apprentices at Warm Springs.  
First class of 25 students was  
in electrical wiring



Fireplace in C.O.C. Union as first  
constructed. Pence and Joe De  
Marsh, Dir. Std. Ser. had this big  
cent. rock put in. Bob Wilmsen,  
architect, had it torn out.







#### SCENES FROM SOUTH PACIFIC

This was the first big musical presented by the college. Dallas Quick was Director of Music at C.O.C.C.





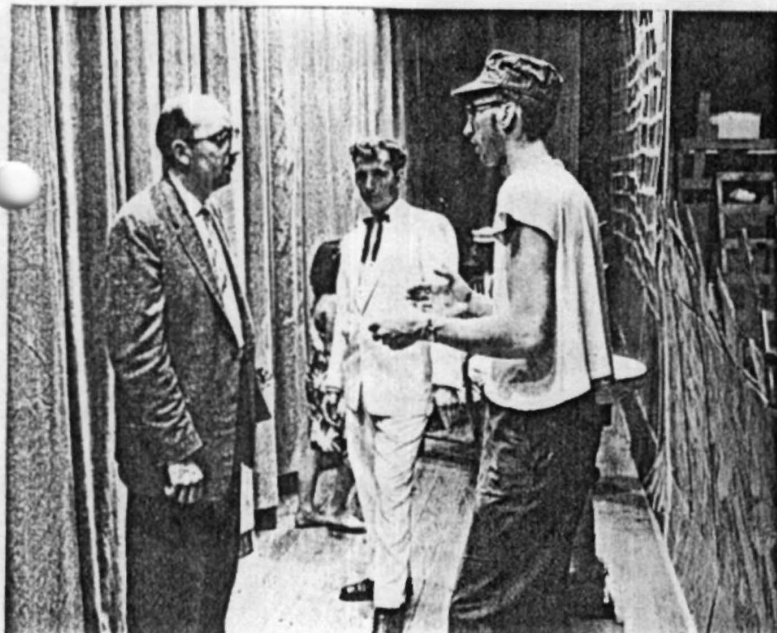
*The scene here is on the beach of a south Pacific Island with a group of Sea-Bees and Sailors and is a preliminary to one of the show's better songs, "There's Nothing Like a Dame."*

## A College With Courage

**L**AST MONTH two performances of Rogers and Hammerstein's "South Pacific" were presented in Bend, and played to what is believed to be the largest crowds ever to gather in central Oregon for this type of entertainment. Over two thousand people saw these performances, which is more than Clyde Beatty's circus drew the last time it was in the area.

The amazing thing about this successful theatrical offering is that it was a non-professional production presented by a group that was too small for the job. However, no one told the Central Oregon College Glee Club, an ambitious group of some forty students under the direction of Dallas Quick, it couldn't be done, so they went right ahead.

"South Pacific," not an easy play to produce, was a tremendous success in New York. It is, first, a musical comedy. This requires singers, dancers and an orchestra. It is a complicated production



Dallos Quick, left, head of the college music department, directed the production. With him is Keith Ramsay, Jr., one of the leads in the show, and, right, Pat Kelley, state manager and assistant director, who also handled one of the minor speaking roles in the play.



Humor in the production was supplied by Howard Bever, left center, who played the part of Luther Billis, and DeGae Satterlee, right center, who did a fine job with the character role of Bloody Mary.

## A College With Courage

(Continued from preceding page)

group showed great courage in selecting a top Broadway production to work on.

Courage of this sort seems to be a characteristic of Central Oregon College. It has only a small student body—a few over 250. It's strictly a night school sharing the facilities of Bend Senior High School. Technically speaking, it isn't a college at all, but an extension center.

Despite all these things the student body and faculty take great pride in their College. They publish their own newspaper, THE BROADSIDE, a six-page tabloid size paper which would be a credit to much larger schools. Because of the relatively small student body, basketball is their only intercollegiate sport but they play just as hard as any team could. They carry on their own social program under the direction of a student council.

Dale Blackwell, left, played Lt. Cable, a marine officer in love with a native girl Liat, played by Sandra LaPlant, right. Bloody Mary, center, Liat's mother, is here trying to talk Lt. Cable into marrying Liat.



Central Oregon College got its start in 1949. At that time it was primarily an adult extension unit and began its first term with an enrollment of 130. However, it wasn't too successful and in 1952 the enrollment had dropped to 36. The school was sick and needed a doctor badly. Don Pence, who was director of the Bend High School music department at that time, had faith in the future of the college and offered his services. For a year he continued with High School music and devoted his evenings to the college.

Right away things began to pick up and the fall term in 1952 showed an enrollment of 160—most of them high school graduates. Since that time enrollment has continued to rise with this year seeing an all-time high of 290.

A question frequently asked is what courses are available to Central Oregon College students? The curriculum includes the entire lower division liberal arts course. A vocational program is included,

Doren Cyrus as Nellie Forbush, a navy nurse, and Keith Ramsay go into a clinch for one of the many fine songs in the play.







Gov. Mark Hatfield dedicates new campus.



Ashley Brilliant and friends attend a college board meet

Campus scene and view of Cascades from campus



# The Redmond Spokesman

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## Father of Oregon's Community Colleges

Too much has been said, written, inferred about the recent uproar at Central Oregon Community College, which resulted in the ultimate resignation of President Don Pence.

Far too little note has been taken of the successes of Dr. Pence, who actually is the "Father of the Oregon System of Community Colleges."

One of the state's leading educators, he believes that each individual should have access to education, that each should have a place in the scheme of things where he can begin and move to the maximum level of his capabilities. His philosophy embraces the entire spectrum of human activity from the professions to the skills. He thinks every person should find it possible to retrain in new skills two or three times, to meet demands of this technical age.

Central Oregon College became the reality of this man's dreams, of his beliefs. He wrote about some of these things in an article, "The Oregon Story," printed last year by the American Association of Junior Colleges in a booklet, "Junior Colleges: 20 States."

He tells how Central Oregon at Bend enrolled its first class in September, 1949. With the exception of the 1949-50 academic year, when it shared its existence, including staff, with a similar attempt at Klamath Falls, the college at Bend pioneered the Oregon movement for 13 years. Until 1964 COC was an evening school only, using the facilities of the Bend public schools.

As a night school the operation was failing by 1952 and the few classes started three years earlier seemed to have run their course. Don Pence, then music director for the Bend school system, requested the opportunity to continue the life of the so-called college. A music teacher by day, he directed the college at night in 1952-53, without any pay. The operation was rescued through Pence's determination.

Starting in the fall of 1953 he gave the college his total effort and was able to build almost from nothing, attracting strong faculty members. Local people were persuaded to join the effort.

When the school first started, it enrolled students under a statute commonly known as the "Dunn Bill," passed by the legislature in 1949. There were other at-

tempts to get suitable legislation enacted, but it was not until 1957 that a community college law was passed, providing \$150 per full-time student, or a theoretical 25 per cent of operating costs.

In 1959 there were important gains, Pence says in his article. These were the comprehensive concept in program by including vocational, adult, lower-division collegiate and guidance services in a single framework, and the "area education district" under a separate board of education. The law was further implemented in 1961 and a realistic formula of state participation was set up.

"Central Oregon College, like all pioneers, was blazing a trail for others who might follow," Pence recounts. "The writer has a feeling of gratitude to society for the opportunity of being involved in such a worthy pioneering movement. The involvement gave the writer a supreme challenge, as well as an opportunity to further his own education while assisting in the promotion of the movement."

Actually, Pence's doctoral dissertation, "Criteria for a System of Area Education Districts for the State of Oregon (1960)," set up the entire pattern and was a guideline for implementation of the movement.

In 1955 community colleges had no state help; in 1957 they got \$150 per full-time student; in 1959, \$200, with college districts made possible, and in 1961, \$433 per student; plus 75 per cent of building costs paid by the state.

How many times Dr. Pence went to the legislature, no one ever will know. Whenever he could get a crowd of two, he talked community college and urged action. It was he who persuaded state leaders to accept the concept. Along with state aid, he maintained there should be local autonomy.

Don Pence set the pattern for the future, and now, for him, it is finished, so far as Central Oregon is concerned. Where he will go or what he will do—probably now even he does not know. Being the kind of man he is, he doubtlessly will accept a new and even greater challenge.

However, let no one forget this man who was responsible for community colleges in Oregon. Only the future can measure to the fullest extent how great has been his contribution to higher education.



# COCC becomes day

(Editor's Note: This is the concluding article in a three-part series devoted to Central Oregon Community College's early history, as the ever-growing institution observes its 25th anniversary. Highlight of the observance will be the silver anniversary banquet, to be held at 6:30 p.m. Saturday, Nov. 16, in the COCC gym.)

by June S. Brothers

"It has been a long wait from 1949 to 1964, working through the evening hours, and constantly looking forward to the dawn when our college could be located on a campus of its own and be able to serve not only those who prefer the evening hours, but to the many additional students who will

now be able to attend college during the light of day."

So read president Don Pence's message in the Central Oregon Community College yearbook of 1963-64. That spring the director of student services and a department chairman were able to move to the new campus. In May the president and his secretary, Dorothy Kellogg, established temporary offices on the new campus until the administration building could be completed.

Increasingly the college had become a factor to be reckoned with, as politicians and entertainers appeared in Bend under its auspices. Following an appearance in March 30, 1964, by New York Gov. Nelson Rockefeller, The Broadside proved a

portent of his political future. The editor wrote, "Rocky's road will be rocky indeed, if a Broadside poll predicts his success." He was less than popular with the majority of students polled.

Si Zentner and his 60-piece orchestra appeared at COCC that same year.

As September, 1964, rolled around, the fourth classroom building was finished, the administration building was well underway and the student union was under construction, but a year away.

Lack of sidewalks left students and faculty plodding around the muddy hillside. A makeshift snack bar was set up in one hall. No study area existed except for the halls. And the bookstore was housed in a trailer house.

But by mid-October, enrollment was reported at 639, of which 512 students were attending COCC's first round of daytime classes. The high daytime enrollment proved the president's contention that classes by day, possible only with a campus of its own, were necessary if the college were to achieve its full potential.

The change to "the light of day" was heralded by the student's changing of their mascot from the Night Hawk to the Bobcat. The annual, also bearing the new name of "The Bobcat," commented, "The beginning is ended. COC has come home. It has sought and found its place in the Central Oregon community."

The college's expanding cultural awareness was reflected in 1965 in the founding of "Cockade," a literary magazine designed "to bring before the students, faculty and interested public the quality of writing of various people connected with COC." The following year members of the community at large were invited to submit works "to make 'Cockade' a kind of artistic mirror of Central Oregon."

For the third edition in 1967, Linda Dent of Redmond responded with a piece of her poetry to a special call for



DON PENCE, often referred to as the father of Oregon's community college system, appeared in this Oregon Statesman photo in 1966-67 shortly after the library building, at right, had been added to the COCC campus. (Photo courtesy of Dorothy Kellogg)



# *school on campus*

alumni contributors to the magazine. (Her poetry, now nationally recognized, has appeared from time to time in the pages of The Spokesman, including the selection under Poet's Corner on page 12 in this week's issue.)

A tie vote that year within the board that defeated a faculty proposal for tenure contributed controversy to the college scene as COCC approached its greatest milestone to date — dedication of its new home.

On Nov. 11, 1965, the picturesque campus was dedicated from the steps of the student union. Redmond attorney Rupert Park, as chairman of the board, presided. Gov. Mark O. Hatfield presented the charter, and Redmond Presbyterian minister James Egly gave the benediction. The struggle to bring post-secondary education to Central Oregon now was engraved in concrete.

As the year drew to a close Pence philosophized, "We have now experienced a shakedown cruise on our permanent campus. There are many things yet to be done which only time, money and a bit of living can accomplish. A college is more than just the sum total of its buildings, its students and its staff. It is essentially the spirit that is engendered through interaction in an academic and social atmosphere within those buildings, between the staff and the students, to the end the lives of both are enriched and the total social order is enhanced, and man's position and purpose in the scheme of things is more clearly defined."

During the college's third year on campus, the library and music-speech buildings were completed, with the dormitory scheduled for occupancy by the opening of school in the fall of 1967. A bond issue for construction of physical education and vocational-technical facilities had been defeated.

Student activities surged forward during 1966-67 as special interest groups found bonds in such organizations as Forestry Mavericks,

Associated Women Students, Mountain Club of COC, Married Students Organization, the Electronics Club, Phi Theta Kappa honor society and Scat Club. Athletes performed in cross country, basketball, wrestling and skiing, encouraged by a rally squad and pep band.

It was the first year for band at COCC, but that didn't stop the musicians from venturing to Culver, Redmond, Prineville and Powell Butte for performances. The Central Oregon Symphony Orchestra, composed partially of community members as is still true, had begun its tradition of performing in outlying areas as well as in Bend, besides providing the instrumentation for "South Pacific" that spring.

Much of the fall of 1966 was devoted to obtaining accreditation for COCC by the Commission on Higher Schools of the Northwest Assn. of Secondary and Higher Schools — a goal that the administration had been afraid to pursue until the college had its own campus. With the completion of the library, the lengthy written application was completed and the visitation team arrived on campus.

The growing rift between the administration and the faculty did not go unnoticed during the accreditation team's visit. Team chairman John W. Tucker, director, College of Eastern Utah, asked that the two-year progress report include completion of a written policy and procedures manual, a report on the operation of the faculty forum and its effectiveness, a review by the faculty forum of the criteria for awarding academic rank, a report on library acquisitions, plans for new facilities to house the vocational-technical division and plans for housing physical education.

But overall the drive for accreditation was a victory. The team chairman wrote, "The visitation committee feels COCC is a fine junior college which reflects genuine concern for the individual student and holds even greater promise for educational service to Central

Oregon." The team awarded COCC accreditation for three years — the maximum for new schools.

The spring of 1967 was a tumultuous one beginning with the faculty's no-confidence vote in the president in March and the defeat of the college budget in May that led to Pence's resignation and acceptance of the presidency of a new college in Central Arizona. But his name was to remain a familiar one on the hill by the board's departure from geographic names for buildings in its choice of Pence hall for the music-art building, which now also houses social science.

The second chapter of COCC's history began with the appointment of Frederick Boyle as president and continues to be written as Oregon's first community college grows to ever greater heights in its goal to meet the many and varied needs of Central Oregon's citizens.

But as the first chapter of COCC's history drew to a close in 1967, everyone seemed enthralled with the beauty of the campus — its rustic buildings of raw wood and concrete intermingled among natural flora with a westward view of the Cascade skyline. Newsweek magazine included the campus on Awbrey Butte in a pictorial feature on beautiful campuses across the nation that year.

The college annual concluded its recap of 1966-67 by quoting:

On a clear day, rise and look around you

And you'll see who you are.

On a clear day, how it will astound you,

That the glow of your being outshines every star.

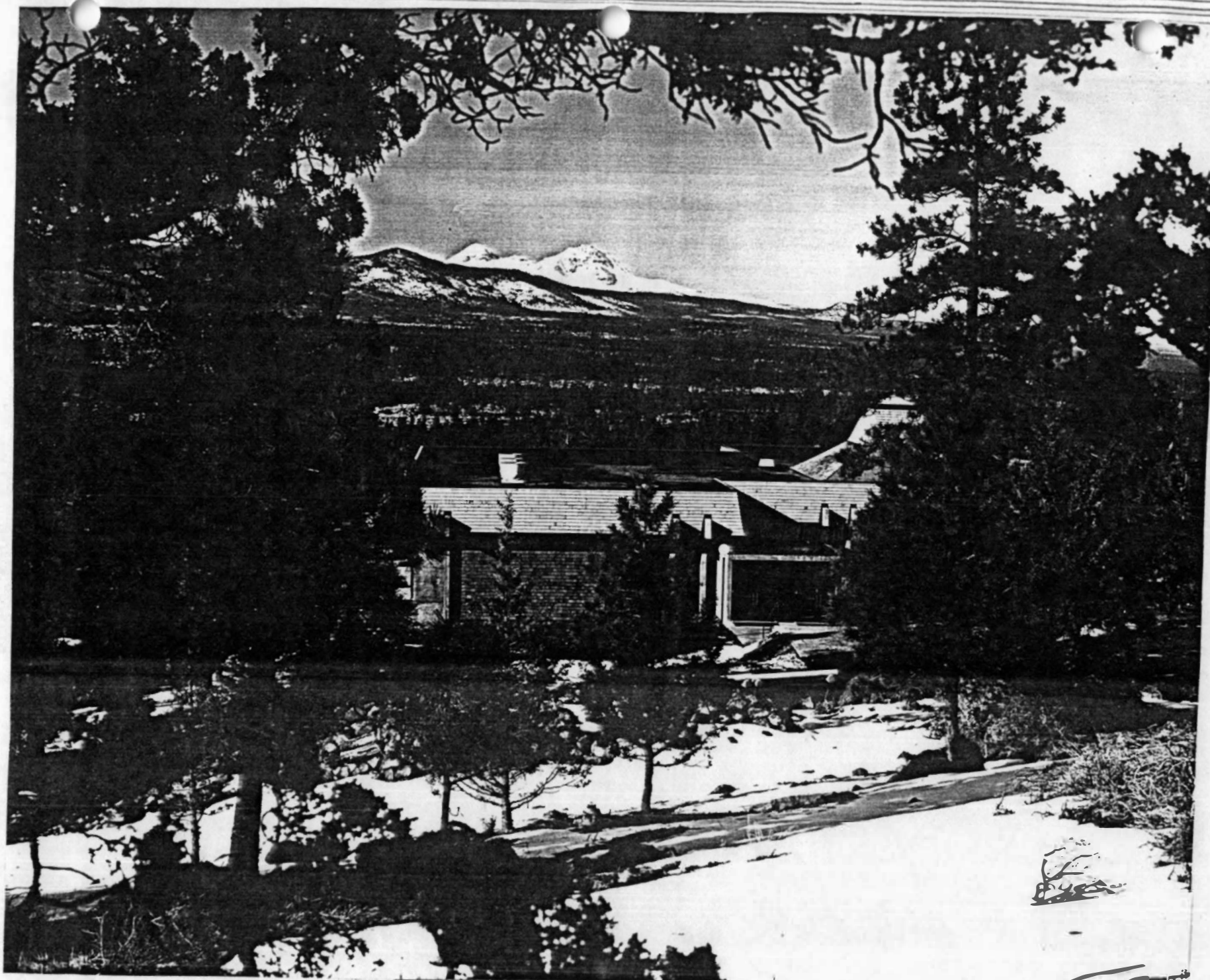
You'll feel part of every mountain, sea, and shore

You can hear from far and near, a world you've never heard before.

And on a clear day, on that clear day,

You can see forever, and ever and ever and evermore.

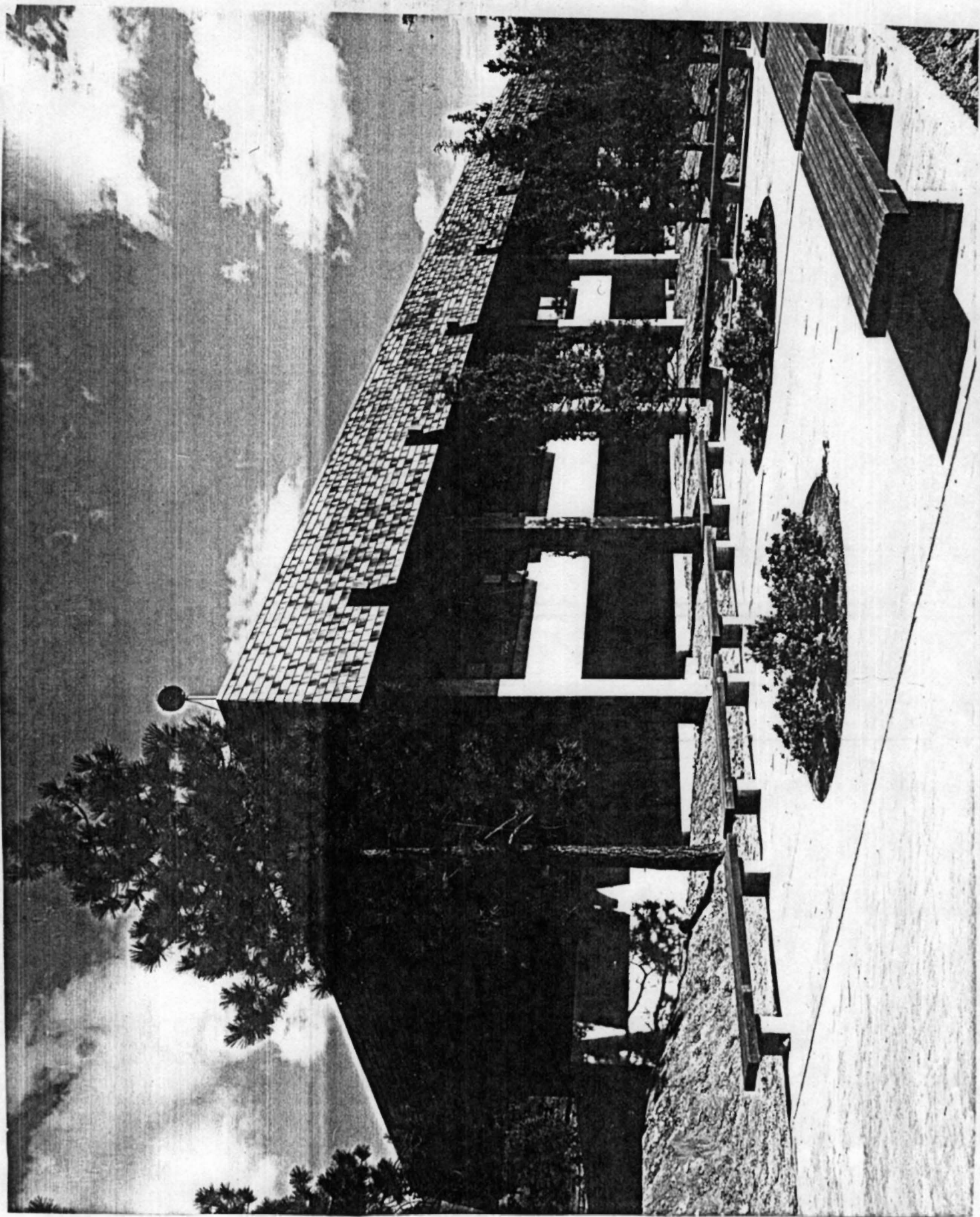
—From "On a Clear Day, You Can See Forever," Allan J. Lerner and Burton Lane, 1962.



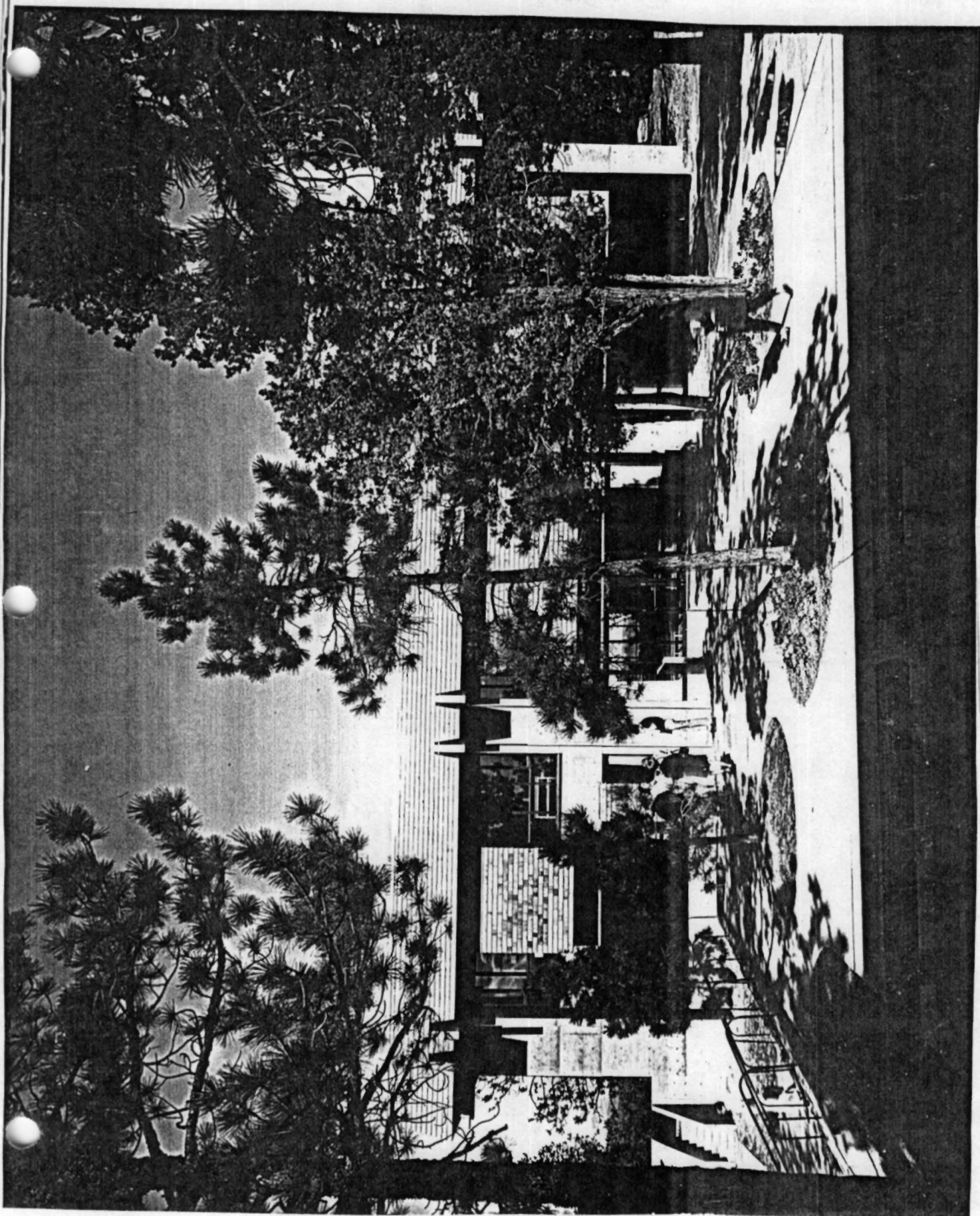
View of Cascades from campus



Camp building

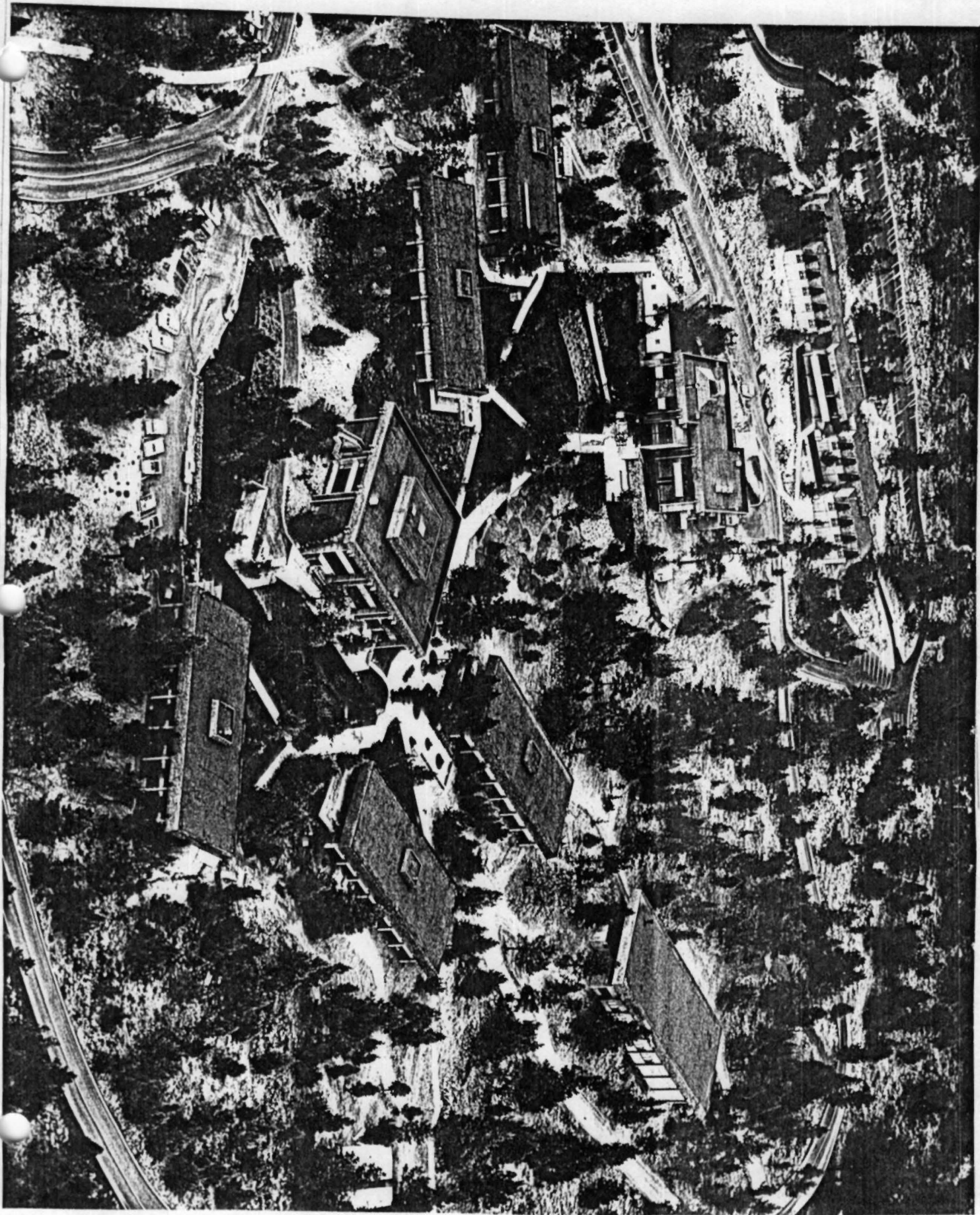






Campus building

Aerial view of campus





## Best wishes

7/26/67

If ever a fortuitous combination of man and job came about, it came about this week for Dr. Don Pence and the board of directors of Central Arizona Community College. The board has chosen Pence to head the school during its formative years.

Central Arizona is a new school. It now has (1) a board, (2) a president, and (3) the sum of \$2.5 million. It has a campus site, and no buildings. It has no students. In the next few months it must find faculty and students, and build enough buildings to handle both when it opens for classes in the fall of 1968.

In other words, Central Arizona is asking Pence to perform the same job he performed in Central Oregon before problems arose. Pence it can be presumed, learned a good deal from his problems here; they cannot be expected to plague him in his new post.

The Bulletin has disagreed strongly with Pence on some things in the past — hardly a surprise to either Pence or our readers. At the same time we have generally applauded those traits of character which make him an excellent choice for a new school just getting under way.

Pence is a promoter. If there is anyone now in Central Arizona who has never heard of the new school, it is safe to say he will hear of it before long. He is dogged. If the school has initial financing problems you can be sure Pence will push the state's Legislature and the district's taxpayers into doing something about it. He is a dreamer. If Central Arizona has a place in the sun, Pence will aim in that direction. Pence, we are sure, leaves Central Oregon with the best wishes of his supporters and those who have argued with him.

He leaves something else, too. His departure means Mrs. Pence will leave the faculty at Bend Junior High. One set of parents, at least, is very appreciative of the job she has done in helping turn a number of young girls into fine young women.

## Savant Gets

### Arizona Job

7/26/67

## College At Bend Rehires Teachers

BEND (Special) — Dr. Don P. Pence, president of Central Oregon Community College in Bend, announced Thursday that he has been named president of Central Arizona College in Coolidge, Ariz.

Pence had announced his resignation at the Bend college earlier this year, following a dispute with some faculty members. His resignation had been scheduled to take effect in July 1968.

Pence said he will take over his new job immediately to oversee construction of the Arizona school. It will not begin operations until the fall of 1968.

A junior college CAC recently approved a \$2 million bond issue and received a half-million dollars in state money to begin construction of a school plant.

In his new capacity, Pence will administer the college which serves an area and population similar in size to the COCC district in Bend.

### Six Rehired

Meanwhile, the Central Oregon Community College board Wednesday night approved contracts for six instructors whose teaching contracts had not been renewed earlier for the 1967-68 school year.

Accepting contracts were James Crowell, instructor in journalism and news coordinator; Harold Ogden, assistant professor of English; Clay Shepard, assistant professor of speech; Leland Shephardson, instructor in electronics technology and Jay David Cunningham, assistant professor of history. A sixth instructor, Tom Means, the COCC ski coach, was also asked to return to his position on the staff.

## Alteration Work Planned at COC

Bend — Bids for alterations in the student center building at Central Oregon College in Bend have been invited by the Central Oregon Area Education District.

The major work is in the kitchen and involves sanitation

## Of Skill Center

By PAUL FINTARICH

Staff Writer, The Bulletin

OAK GROVE (Special) — What constitutes a community college? What is the function of a high school vocational skills center and how do educators convince the public that both facilities are necessary and that their functions do not overlap?

In Clackamas County, where the community college may soon have the company of one the Milwaukie Skills Center, grad questions of this sort have been troubling many taxpayers.

Why, they ask, must they support a community college which emphasizes vocational training in its curriculum and, at the same time, create a high school vocational facility which offers roughly the same program?

In an attempt to explain the reasons, Clackamas Community College President Roy G. Mikelson and Owen O. Sabin, superintendent of Milwaukie High School District No. 5, have released a letter from the Oregon State Department of Education.

The letter, signed by Robert L. Hatton, assistant superintendent, Division of Community Colleges and Vocational Education, and William G. Loomis, state director of vocational education, outlined the intent of the community college and skills center programs.

### Differences Noted

There are two main points of difference in purpose between the community college and vocational skills center programs, the letter said.

Generally, the letter outlined and explained in detail the following basic principles of the community college - skills center relationship:

Recognizing the fact that more than one half of the high school students in the nation do not go on to college, the vocational skills center provides the need for occupational education which is correlated with a general education program.

The community college provides vocational training for persons who have left high school — as graduates or dropouts — and, in addition, offers upgrading or retraining for adults who are participating in the work life of the community.



# COCEAN

# Network Of Community



Oregon's community colleges offer a wide range of programs for a widely diversified student body.

They call themselves "open door" institutions and they try to fit every person who comes to them into some type of program. A high school degree, or its equivalent, is required for college-transfer courses and some vocational-technical programs, but this, too, can be waived if circumstances warrant.

Called the only unique contribution to education by the United States, these colleges generally offer the following programs:

- General liberal arts courses for college credit which allow students aiming for a college degree to take their first two years at a community college and then transfer to a four-year college as a junior.

- Vocational and technical courses which are designed to train students to enter an occupation. These range from short term programs of six or eight weeks to two-year programs on such complex fields as electronics.

- General education courses which are not given for college credit but are available for those who want to improve their knowledge in certain fields.

- Adult education courses offered in the evening, with the community college finding an instructor and furnishing facilities for almost any class that from 10 to 12 persons are interested in taking. These classes range all the way from special interest courses in such things as fly tying, sewing or baking to highly technical courses in accounting or veterinary medicine.

- Counseling services to help students and potential students make decisions about the kind of work they want to do and to provide intensive help for students who are having difficulty in their studies or in adjusting to college.

Other kinds of programs and services are offered by individual colleges on the basis of the needs of the community.

Most junior colleges today, such as those in California and Washington, are the same kind of institutions as Oregon's community colleges. The two terms are now used synonymously.

# Colleges Shapes Up in State

By MILES GREEN  
Journal Education Editor

Before 1961, there was only one public community college in Oregon.

Now, there are eight in operation and a ninth one is moving rapidly toward its opening day.

Without a great deal of fanfare, a community college network is emerging in Oregon.

New campuses were opened this fall at Treasure Valley Community College in Ontario and at Blue Mountain Community College in Pendleton.

Several new buildings were put into operation at

*Don't miss this!*

Central Oregon Community College in Bend and Southwestern Oregon Community College in Coos Bay, the two institutions which are leading the state in the construction of facilities.

AT ROSEBURG, county highway crews are cutting a road into the plot where the Umpqua Community College campus will be built on a scenic site high above the Umpqua River.

Students at Portland Community College and Lane Community College are "making do" in temporary facilities while plans move forward for multi-million dollar campuses which are scheduled to open in 1968.

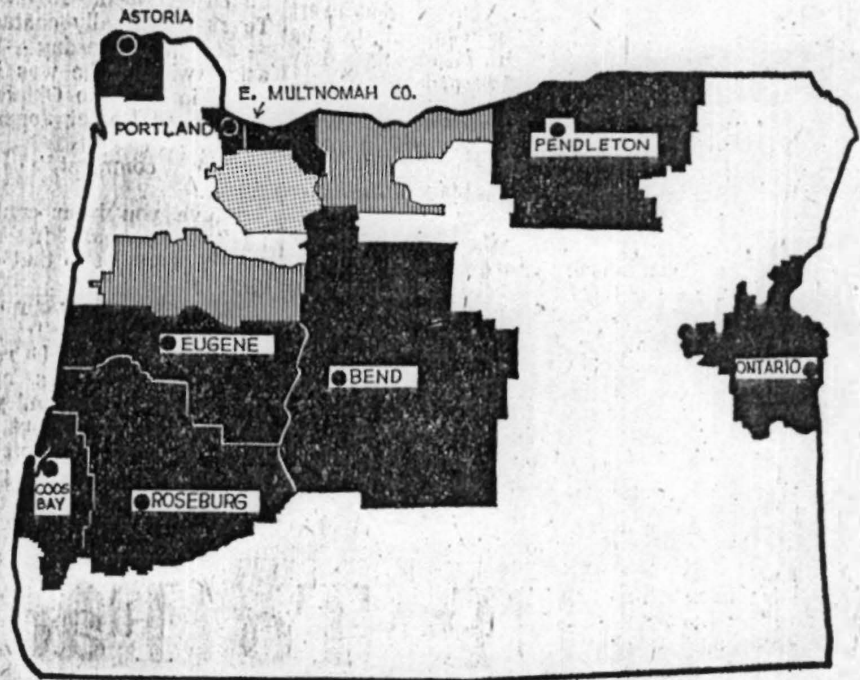
At Astoria, students in Clatsop Community College are attending classes in a renovated school building with major improvements pending.

Mt. Hood Community College, in East Multnomah County, is still going through the throes of organization, but its directors already are negotiating for a campus site and working on selection of a president.

While these community colleges move forward, residents of Clackamas County are seeking to set up a 10th community college district in the state.

**FORMATION** of two additional community college districts — in Linn and Benton counties and in The Dalles area — now is stalled by court cases, but elections are likely within a year.

If all these districts are formed, there will be a community college within commuting distance (50 miles) of the vast majority of Oregon high school graduates.



**PRESENT AND PROPOSED** community college districts are shown on map of state. Black sections show areas supporting community colleges at Ontario (Treasure Valley), Pendleton (Blue Mountain), Portland (Portland Community College), Astoria (Clatsop), Coos Bay (Southwestern Oregon), Roseburg (Umpqua), Eugene (Lane), Bend (Central Oregon),

and East Multnomah County (Mt. Hood). Dotted portion is area for proposed community college in Clackamas County. Court cases have stalled elections in lined areas, proposed boundaries for the Mid-Columbia Community College, in The Dalles area, at top of map, and Linn-Benton counties.

As the Journal's reporter-photographer team visited the state's community college campuses, it found a picture of rapid growth, unbounded enthusiasm and big plans.

If past history is an indication, however, the plans won't be big enough.

IN **ALMOST** every instance, the community col-

lege administrators have "thought big" in their plans and then seen a flood of students and community participation which exceeded their expectations.

The community college is the fastest growing segment of our educational system.

In 1902 there were only two full-scale two-year colleges in the nation; in 1922

there were 207; in 1939 there were 575; now there are more than 700.

More than 1 million persons are enrolled in the nation's community colleges this year. About 8,000 are enrolled in college-transfer and vocational-technical programs in Oregon and another 8,000 enrolled in various other courses.

**EACH YEAR** a larger percentage of Oregon's student population enrolls at community colleges, but many people still are not aware of the existence and increasing importance of this type of educational institution.

In succeeding articles, the Journal will take its readers on a tour of the state's community colleges.

Questions for which answers are sought are: What is happening at Oregon's community colleges? What are the problems and potentialities? How did the colleges get started and where are they going?

Next week: Central Oregon Community College at Bend — the "granddaddy" of Oregon's public community colleges at the age of 16.

## Oregon Community Colleges

Name and location	Fndd	Trnsfr	Tchncl	Prgrms	1965 Fall Enrollment (Unof.)	
					College	Misc.
Lane, Eugene .....	1964	(2)	815	572	1,117	2,504
SW Oregon, Coos Bay .....	1961		427	320	339	1,086
Treasure Valley, Ontario ..	1961		564	388	86	1,038
Central Oregon, Bend .....	1949		637	169	61	867
Clatsop, Astoria .....	1961	(1)	271	243	351	865
Umpqua, Roseburg .....	1964		366	184	262	812
Blue Mountain, Pendleton ..	1962	(2)	316	299	80	695
Mt. Hood East Mult.						
County .....	1965	(3)	—	—	—	—

(1) Adult education and vocational-Technical programs offered previously by local school districts.

(2) Local school district operated a vocational-technical school previously.

(3) Will start classes in fall of 1966.



# Granddaddy Of Public Systems

Dec 14, 1965

He was director of music education in the Bend schools when he first became interested in the community college.

"THERE WERE only 36 students (1 of them full-time) and 3 full-time instructors, and it looked like the college might fold. I asked if I could try to do something with it, and the superintendent said to go ahead," Pence recalls.

For a year, he taught music during the day and promoted the community college at night.

Then, he thought the college's prospects looked promising, so he gave up his music teaching and took up full-time direction of the community college.

Now he heads an institution with a \$2 million campus and a student body of nearly 900 persons.

OPERATED initially as part of the Bend School District, Central Oregon was given a wider tax base in 1961 through formation of an area education district which covers almost 10,000 square miles and is the state's largest.

For two years, various sites for a new campus were discussed while college-transfer courses were held in the late afternoon and evenings in facilities of the Bend School District. Vocational courses were scattered here and there all over town.

Robert Coats, Bend contractor, gave the community college a 120-acre site in 1963. Other donors added small parcels of adjoining land, the college purchased five acres, and construction started on the heavily wooded 14-acre campus.

The size of the campus gives Central Oregon plenty of room for expansion and parking.

Something it doesn't have plenty of, however, is housing for students who don't live in the Bend area but who wish to attend Central Oregon.

THIS LACK of housing is the major problem facing the community college at present, believes Dr. Pence.

"This is a sparsely populated area, and there aren't



STEEP, rugged terrain of Central Oregon Community College campus is negotiated easily by its president Don Pence with powerful four-wheel drive vehicle. Pence

bought vehicle for deer hunting, favorite sport of almost every Eastern Oregon resident, but he found it comes in handy also on campus forays.

too many students outside of Bend who are within driving distance of the college. A lot of students are looking for housing in the city, and then is only a limited amount available.

"We feel that some type of additional housing on a self-liquidating basis is vital for our students. It isn't available in the community, so we think that we will need to provide it, some-

how," says Pence.

NEXT WEEK: Southwestern Oregon Community College in Coos Bay — cultural center as well as educational center.



AERIAL VIEW of Central Oregon Community College campus shows rugged, natural setting among pine and juniper trees. Buildings completed on campus include administration building (at bottom of picture), student union (at top of pic-

ture) and four classroom buildings. Work is under way on library (just above administrative building). Architects for campus are Wilmsen, Endicott and Unthank of Portland.

# Bend's Community College

By MILES GREEN

Journal Education Editor

**BEND** — This is where the public community college movement inauspiciously came to Oregon in 1949.

That year the Bend, Baker and Klamath Falls school districts took advantage of new legislation to contract with the general extension division of the State System of Higher Education to provide lower division collegiate courses.

The Baker classes lasted one term. The Klamath Falls program died after a year. At Bend, however, the courses struggled on.

Thus, Central Oregon Community College can trace its founding back to 1949 and so qualifies as the "granddaddy" of Oregon public community colleges.

Oldest community college in the state, however, also is the state's only private community college — Multnomah College in Portland, which traces its founding back to 1897.

BETWEEN 1949 and 1961 a variety of legislative programs were suggested to boost community college development in Oregon. Some of the proposals were not passed and those that were passed didn't prove to be effective in sparking the start of new institutions.

In 1961, however, the Legislature passed a law in which the state provided \$433 per full-time student for

operating expenses and 75 per cent of the cost of construction for classrooms and laboratories.

By the end of 1961, new community colleges had been established at Coos Bay (Southwestern Oregon), Ontario (Treasure Valley) and Astoria (Clatsop).

IN 1962, Blue Mountain Community College was founded in the Pendleton area.

Portland Community College began operating a full community college program in 1964, using the long-standing vocational-technical program and adult education programs of the Portland School District as its base.

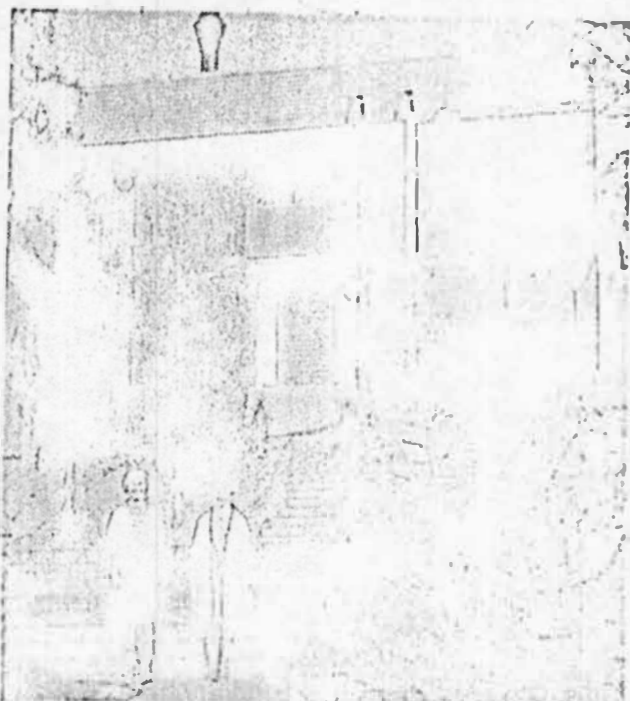
Umpqua Community College in Roseburg also went into operation in 1964.

Lane Community College offered its first classes this fall as it took over the courses previously offered by the Eugene Technical-Vocational School and added college-transfer courses and adult education programs.

Mt. Hood Community College, in the East Multnomah County area, was founded in June and will offer its first regular classes in the fall of 1966.

THUS, eight community colleges have been started in Oregon within four years.

Central Oregon had a big jump on the other community colleges when significant state aid became available



NEW student union is most recent building added at Central Oregon Community College. Native pine trees and architecture of building gives rustic look to campus. (Journal photos by Al Monner).

for the two-year institutions. The Bend college already had tackled many of the problems of organization and planning which the new schools had to cope with.

Its early start is visible in a visit to the Bend campus, where finishing touches are being added to a \$2 million

development on a picturesque, rugged butte 2½ miles west of the city.

Four classroom buildings were opened in the fall of 1964. Last spring an administration building was completed. A student union was opened this fall and a library will be ready for use by next fall.

PLANS ARE completed for the second phase of the campus, and residents of the community college district will be asked soon to approve either a serial levy or a bond issue to finance it. They already have approved two bond issues, totalling \$375,000, for development of the campus.

Included in the additional construction planned at Central Oregon are a Fine Arts Center, physical education facilities, a complex of automotive shops, a forestry and agriculture building and an applied science building.

Guiding the destinies of Central Oregon since 1952 has been Dr. Don Pence, the state's "senior" community college president.

# Campus Of Central Oregon College

This is the sixth in a series of articles detailing the present future of Oregon's growing community college complex.

By JOHN GUERNSEY  
Education Writer, The Oregonian

BEND (Special) — "The view of the mountains from the classroom windows is so gorgeous that student seats face away from the windows. This way they can study and concentrate. If they face the windows they just day dream and float off into the snow-capped mount ins.

Don Pence is a proud man when he conducts tours of the Central Oregon College campus, and he is not exaggerating when he refers to "his baby" as among the more beautiful campuses in the nation.

The campus with the million dollar view is tucked picturesquely beneath stands of ponderosa pines on a hillside at the outskirts of Bend. The buildings have been designed to blend into the scenery.

## Western Dress Used

The 868 students, many of them in Levis and boots, dress to the western tune and add more charm to the campus.

The four classroom buildings, library, administration building and student union building rise from different levels on the small mountain, so no building obstructs the view of another.

"The two buildings you see under construction up by the top of the campus are the 100-student dormitory, and the building for music, art and speech.

"We have to have a dormitory because our district spreads over 10,000 square miles and some of our kids come from as far as 50 miles away. That's a long way on mountain roads with snow and ice," Pence adds.

The Central Oregon community college district (bigger than some states) includes all of Crook, Deschutes and Jefferson counties, the northern parts of Klamath and Lake counties, and the southern part of Wasco county.

## Enrollment Doubled

Enrollment has more than doubled in the past two years, and most of the students come from Bend High School. Other major feeder schools for COC are Crook County High, Redmond, Prineville, Madras, Culver and Sisters areas. There are seven high schools within the community college district.

Central Oregon College is unlike other community colleges in the state, in that three fourths of its enrollment is made up of students taking academic courses for transfer to four-year colleges and universities.

This is because COC was started long before other community colleges in the state, and its outset purpose was to offer college level academic courses through the Division of Continuing Education of the State System of Higher Education.

It has continued to stress academic and adult education courses, and only recently has picked up the pace in offering vocational-technical courses.

The people of Bend and the Central Oregon area have a fierce pride about the college, because they started it in 1919 and paid the full cost until 1961 when the state began pumping money into

12

6M

THE OREGONIAN, FRIDAY, FEBRUARY 17, 1967

RUGGEDLY HANDSOME library marks the newest addition to the Central Oregon Community College campus at Bend.

Rough-finished cement and polished wood framings add to the decor.

INSPIRING VIEW on a clear day—com-

Cascade areas that can be seen from the



## DON PENCE

college in the pines because he took the reins in 1952 when the infant school was on the rocks and had only 32 students. He built it, and he is a proven gut fighter to whom the college comes first.

"We're moving along real well, but we have growing pains and financial problems just like the other community colleges in the state.

"Our entire operation is valued at about \$2 million as it stands now. But realistic projections indicate that we are going to have 1,500 students before 1975."

He said the college will need \$3 million more in buildings and equipment to accommodate the anticipated student body. The needed expansions will be vocational educational buildings, a gym and physical education building, and a maintenance and operation plant building.

Plans for the new structures will be advanced this spring, and a \$1 million bond issue will be proposed to the voters this spring. State and federal construction matching monies

would be expected to round out the required \$3 million.

The college district of 45,000 persons has a bonded indebtedness of \$375,000 for classroom buildings, and \$800,000 which will be paid out from dormitory fees and operational profits at the student union building.

The peak enrollment at the college is expected to be 2,000, reached some time after 1975, and another \$2 million in buildings will be required.

He points out that "more and more of the construction and operation costs are falling on the shoulders of local tax payers," and believes much of the problem could be solved "if the present Legislature would develop a plan for actually furnishings two-thirds of the construction and operation costs of the community colleges."

The legislative formula now in force calls for furnishing two-thirds of the costs, but Pence said state funds actually account for only half the costs because of the way construction allowances are figured, and because of the relatively high cost per student at the smaller community colleges.

### Minimum Cited

The cost of educating a student at the smaller community colleges is relatively high because they have not reached the minimum enrollment (about 3,000 students) required for maximum efficiency operation of a college.

A bill is in the Legislature now to raise the state support per community college student from \$433 per year to \$540.

"It simply boils down to the fact that the state can no longer afford the luxury of permitting large numbers of students to halt their educations after high school.

"The community colleges have open door policies where we excel in counseling the students, and tailoring academic, vocational and technical programs to each student's ability."

He brushed the falling snow away from his glasses and added . . . "By golly, I wish the sun would come out for just a few minutes so you could see the mountains over there."

**NEXT:** Southwestern Oregon Community College at Coos Bay stretches educational fingers along coast, into mountains, to serve all who want to learn.

## Another feather 11-13-74

This weekend will mark the high point of Central Oregon Community College's year-long observance of its 25th anniversary.

Magic Circle Theatre will open its fourth season Thursday evening for a two-weekend stand with the popular musical, "Man of LaMancha." Saturday evening the silver anniversary banquet is expected to draw a capacity assemblage of college friends and alumni to the campus. Clark Kerr, past president of the University of California and former chairman of the Carnegie Commission on Higher Education, will be the guest speaker. Art works by community college students from throughout Oregon will be on special display. Earlier in the day a half-marathon race will involve the athletically inclined. A Sunday afternoon open house will give guests from afar and local citizens an opportunity to explore the picturesque campus and its facilities.

Coinciding with the festivities is the announcement from the Oregon Department of Education of the results of a study recently completed by Oregon State University. The study shows that engineering students transferring to OSU from community colleges hold their own with engineering students who had enrolled as freshmen at OSU. The study confirmed what many persons had known for a long time — that community colleges are doing a great job. It also laid to rest the contention that community college students suffer a disadvantage, especially in such rigorous degree programs as engineering.

The results come at a time the state's 13 community colleges are enjoying a surge in enrollment as four-year institutions of higher learning are experiencing a leveling off. The number of full-time-equivalent students in the 13 community colleges is nearly 5,000 ahead of projections for the current biennium as fall registrations reached 74,500 FTE. The study reinforces the premise that the 300,000 to 325,000 individual students at community colleges are being well served.

The research also adds one more feather in the cap of Oregon's first community college — COCC — as it celebrates its first 25 years of service to Central Oregon.

# A brief history of COCC

COCC Five-Year Report, The Bulletin, Monday, September 25, 1972 14A

In 1974, Central Oregon Community College will begin its 25th year of service to the area.

Although most Oregon community colleges date from the early 1960s when the Oregon Legislature approved formation of college districts, COCC's roots can be traced to the late 1940s.

It was in the fall of 1949 that the Bend School District No. 1 and the General Extension Division of the Oregon State System of Higher Education launched what was to become COCC. The action was taken under provisions of the "Dunn Bill," a statute which provided that a public school district could enter into a contract with the General Extension Division to provide lower-division college courses.

Classes were held that first year in Bend High School, then a five-year high school housed in what is now Cascade Junior High School in downtown Bend.

One hundred seventy students (26 of them full-time) registered for the college transfer courses offered term. The per-hour course fee in those years was \$3.50.

Four instructors commuted that year between Klamath Falls (where a similar but soon-to-fail college was

starting) and Bend where classes were held Monday through Thursday evening.

The first coordinator of the COCC program was the late H. M. Nicholson, then an assistant dean of boys at Bend High School. Nicholson continued in that role until 1952 when Don P. Pence, then director of music in the Bend public schools, was named coordinator and field representative for the General Extension Division.

The history of COCC, as well as the history of the entire Oregon community college movement, is closely tied to the tenure of Pence at COCC.

For almost a decade, Dr. Pence and a handful of Central Oregonians kept the community college concept alive in Oregon despite economic hardships and the efforts of other interests to prevent its growth.

COCC grew slowly but steadily during the early years. In the middle 1950s, when Dr. Pence formally became president, COCC began to build its statewide reputation for academic responsibility in a community college setting.

In 1957, COCC severed its association with the General Extension Division under the provisions of a

new Oregon law which provided state funding in the amount of \$150 for each full-time student attending a community college.

In 1962, residents of six Central Oregon counties voted on formation of the "Central Oregon Area Education District," as allowed under the 1959 Oregon law dealing with the formation of community college districts. The measure passed 4,692 to 1,362.

Finally, in 1963, COCC broke ground for construction of its first four buildings (Deschutes, Jefferson, Ochoco, and Modoc) on its new Awbrey Butte campus west of Bend. The 140-acre site was the gift of the R. L. Coats family of Bend.

The college gained its first formal accreditation from the Northwest Association of Secondary and Higher Schools in 1967, the same year that Dr. Pence left COCC and assumed the presidency of Central Arizona College.

Dr. Frederick H. Boyle, former dean of instruction at Rockingham Community College in North Carolina, was then appointed as the second president of Central Oregon Community College in October of 1967.

## Ama-a-a-azing *Bulletin* 10-3-74

Even those active in the formation of what became Central Oregon Community College, 25 years ago, must be amazed at the school's latest enrollment figures. It took lots of faith from the faithful, for the first ten years or so, to believe COCC ever would amount to anything.

After the initial registration period this year COCC had the equivalent of 1,132 full-time students. (Equivalents must be used because so many COCC students are workers or homemakers, and take less than full class loads.) A year ago, at the same time, the enrollment figure was 921. By the end of the fourth week of school somewhere around 2,500 individuals will be enrolled in one or more COCC classes. Amazing, indeed.

MARCH 27, 1974

# Arizona, like COCC, names fine arts building after president Don Pence

Edmond Spetsman  
3-27-74

In 1967 the Central Oregon Community College Board of Directors bestowed what for many persons would have been a single as well as a signal honor upon Dr. Don P. Pence.

The board departed from a tradition of naming buildings on the COCC campus after geographic entities to christen a structure after the man who has become widely recognized as father of the entire community college system in Oregon as well as COCC.

That building, named for COCC's first president, is home to the COCC Department of Social Science and Fine Arts. It has, during years since, been the birthplace of art shows, the Central Oregon Symphony and Magic Circle Theatre. In short, it has become a cradle for cultural activities in Central Oregon.

Now, seven years later, the Pinal County (Arizona) Community College District Board of Directors has bestowed a like honor upon the man who since has become founding president of a three-campus college in Central Arizona.

The Casa Grande Dispatch described the action in this way:

"A surprised Dr. Don P. Pence, president of the Pinal County Community College District, found he had lost control of a meeting of the governing board Monday night when the secretary who was taking minutes suddenly started reading a resolution which Dr. Pence hadn't known about.

"Four 'whereases' and a 'therefore' later, Dr. Pence found he had been honored when the governing board adopted the resolution naming the fine arts building now under construction on the Central Arizona College the 'Don P. Pence Center for Visual and Performing Arts.'

"The action came during a special meeting of the governing board to work on the 1974-75 budget.

"The resolution sponsored by the Classified Personnel Assn. asked that the honor be given Dr. Pence because of his contributions as founding president in building the college program in Pinal County."

"Jean Taylor, district personnel secretary who was taking the meeting minutes, took advantage of a pause just before adjournment to hand out copies from what had been a carefully-guarded stack. Everyone



Dr. Don P. Pence

around the table, except Dr. Pence, got a copy.

"Then she started reading, as follows:

" 'Whereas, the Pinal County Community College District gover-

ning board in 1967 charged Don P. Pence with building this college;

" 'Whereas, under the auspices of Don P. Pence, founding president, Pinal County Community College District has grown from a dream to a reality;

" 'Whereas, Don P. Pence with dedication, initiative, foresight and perseverance has worked diligently to build Central Arizona College, Gila River Career Center, Arizona College of Technology and programs at Arizona State Prison;

" 'Whereas, with the innovative ideas and far reaching goals of Don P. Pence this Pinal County Community College District is one of the leading community colleges in the state of Arizona;

" 'Therefore, the Classified Personnel Assn. of Central Arizona College recommends in honor of the efforts of Don P. Pence, founding president, that the new fine arts building be dedicated and named Don P. Pence Center for Visual and Performing Arts."

"Governing board members immediately voted unanimous approval of the resolution."



# THE BULLETIN Editorial

An Independent Newspaper

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ADD - 104  
script - 184  
Pictures 39  
3 29

## *Idea seriously flawed*

To hear the testimony given Oregon's House Education Committee last week, a four-year college in Central Oregon is the answer to all the area's problems. And while some would view such an institution as a mark of prestige, the idea is full of holes.

The state system of higher education already has more institutions than it can finance adequately. The result has been a constant battle between those schools for the limited funds available, to the detriment of the programs run by all of them. And those battles have grown worse in the last few years as the schools' financial situations have declined. That bleak picture is not likely to change much in the foreseeable future; adding another outstretched hand to the fray makes no sense at all.

(One way the state should try to make the best possible use of its limited funds for higher education is to consolidate into a single school programs now offered by several. The feeling is it's better to offer Oregonians one strong engineering department, for example, rather than several weak ones. Adding a four-year college in this area would be a defeat for that move, which faces enough difficulties as it is.)

Too, declining enrollment at Central Oregon Community College does not make the outlook for a four-year school here promising. One of COCC's main functions is to provide Central Oregonians with a close-at-hand, relatively inexpensive way to

receive their first two years of college education. Yet fewer and fewer potential students are availing themselves of that opportunity. Expanding COCC to a four-year institution would force costs up for all students, making the school's problems worse. Such an expansion also is a direct contradiction of the philosophy behind the state's community college system.

A more reasonable suggestion was offered last week by Rep. Ted Calouri of Beaverton. Central Oregonians would be better off to expand the limited upper division programs now offered by Oregon State University and Linfield College, Calouri said. Students in those programs can stay in Central Oregon while taking their final two years of classes, yet they receive degrees from the parent schools on the west side of the mountains. Calouri suggested a consortium of four-year schools be gathered together to provide upper-division work for students in this area.

That plan does not have the glamour our very own four-year school would have. But it does have solid financing (the classes are not held unless the students are there to fill them up, and the cost of running them is minimal because the schools already are established, with faculties already hired). It holds the potential of offering Central Oregonians the best possible education, something a new four-year school would be unable to do.



Picture taken following dedication  
of Juniper Hall & Pence Hall May  
26, 1968. L to R. Dr. Fred Boyle,  
Ntl. Rep. Edith Green  
Evelyn Pence. Dr. Don Pence.

Mrs. Fred Christiansen, Fred  
Christiansen and George Smith, BIA  
Educ. Dir. at Warm Springs.

of students, or for research, or for administration of the educational or research programs of an institution of higher education and necessary utilities, storage facilities, and maintenance facilities which support the educational endeavor.

TITLE II, OF S. 1241

I have attempted to develop for the Senate the need our committee has found for the scholarships title of the bill to provide the educational opportunity for the talented and the able though needy student who, by very definition must come from families who lack the economic resources of most Americans.

TITLE III OF S. 1241

Title III of the bill, which relates to the matching grant for construction of public community colleges, in my judgment, will be of material assistance in the immediate future in supplementing the 4-year institutions in meeting the anticipated educational demand while at the same time they provide great service in educating the supporting personnel which our scientists and our engineers are urgently requesting. I do not wish to detain the Senate with a long exposition of the need for title III, since it has been set forth on pages 11, 12, and 13 of the committee report. Mr. President, I ask unanimous consent that the pages of the report to which I have alluded be printed at this point in my remarks.

There being no objection, the excerpt was ordered to be printed in the Record, as follows:

**TITLE III—EMERGENCY PUBLIC COMMUNITY COLLEGE INSTRUCTION**

Testimony presented to the subcommittee demonstrated that community colleges have proved to be one effective answer to the problems in higher education created by rapidly growing enrollments. These 2-year institutions (variously termed junior colleges, extension centers, and technical institutes, but generally referred to as community colleges) provide a widespread opportunity for post-high-school education, of college grade, at a reasonable cost both to the student and to the supporting public. The committee regards the community college as a major new hope for the successful accommodation of increasing college enrollments.

At the present time publicly controlled community colleges are operating in 41 States and attention to their further establishment is evident throughout the Nation. In the fall of 1959 they enrolled approximately 12 percent of the degree credit students attending college in the United States, and in addition enrolled approximately 110,000 students in organized occupational curriculums leading directly to employment in technical and semiprofessional work. The increase in first-time degree credit students enrolled in college between the fall of 1950 and the fall of 1960 in all colleges of the Nation was 124 percent; for community colleges this increase was 179 percent. If community colleges are to accommodate an increasing share of the Nation's college students, some stimulus will be needed.

Testimony presented to the committee indicated that a serious impediment to a more rapid and widespread establishment of community colleges lies in the difficulty of financing needed physical plant and equipment. Dr. May Russell, spokesman for the American Association of Junior Colleges, told the subcommittee that—

The problem in financing new 2-year colleges looms as the major obstacle to the

passage of adequate State legislation. Current State and local tax programs seem unable to meet all the increasing demands for supporting elementary and secondary education plus additional public services. Federal encouragement and assistance is essential (p. 313, of the hearings).

"The supply of skilled technicians needed for the economy and for national defense cannot be maintained and increased at necessary levels through existing educational programs . . . the community college serves the student who wants to become an electronic, automotive, or agricultural technician, medical or business secretary, practical nurse, or specialist technician in one of many fields. Community colleges fill a vital national need in providing these 2-year college level programs and will be called on for even greater service in the next few years (pp. 313-314 of the hearings)."

Even States which have well established programs of State financial aid, augmented by local effort to finance capital construction of public community colleges, are falling behind the need. In Florida, for example, the 1961 legislature appropriated funds which increased the enrollment capacity of the State's community colleges by 50 percent; yet this seemingly striking increase was not sufficient to provide the facilities needed by the anticipated increase in enrollment in the biennium for which the appropriation was made. There is, therefore, a cumulative deficiency in physical facilities developing. This is the general phenomenon over the Nation.

The essence of title III, emergency public community college construction, is to provide Federal financial assistance to the States on a matching basis to stimulate increased State and local effort in constructing community colleges. Federal outlays of \$50 million a year for 5 years are a modest contribution toward the costs that are faced by the States in community college construction. In California alone, for example, it is anticipated that in the next few years about 50,000 more community college students than now are enrolled will have to be housed, with a resultant additional cost of over \$200 million.

Mr. MORSE. Mr. President, I ask unanimous consent that a January 24, 1962, letter from the president of the Central Oregon College, a community college serving central Oregon at Bend, be printed in the Record at this point.

There being no objection, the letter was ordered to be printed in the Record, as follows:

CENTRAL OREGON COLLEGE,  
Bend, Oreg., January 24, 1962.

Hon. WAYNE MORSE,  
Chairman, Education Subcommittee,  
U. S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I greatly appreciate your giving me the opportunity to comment on S. 1241.

I have read the Calendar No. 1063 in its entirety, including minority report by Senators CROWTHER and TOWNE and I find great encouragement for the future of the community college in both the majority and minority views. Having had some experience in lobbying for community college legislation in the State of Oregon and having dealt over the years with a few State senators that opposed community college legislation, I can appreciate this slight deviation from what I thought was the firm conviction of Senators CROWTHER and TOWNE; so as far as community colleges are concerned, even the minority report sounds encouraging.

In fact, Senator MORSE, I am sure you will appreciate the fact that I have given some encouragement to some of the central Oregon service clubs during the last week by telling them I have at last found some-



thing on which Senators MORSE and GOLDWATER agree.

All kidding aside, and in all seriousness, I am very appreciative of the effort that you are making to secure Federal aid to education and, of course, particularly to community colleges. I can find no criticism that I would wish to offer to the bill. I know it will be difficult in the final analysis to secure passage of this type legislation and, as one of your constituents, I want to hereby approve of the action that you are taking and give you every possible encouragement to try and secure passage of this bill.

You will recall that I have written to you over a period of years and referred to proposals that Senator CASE has made, as well as attempts made by our own Representative ULLMAN, and I wish at this time to be more emphatic than ever in stating that in my opinion the community colleges are not going to be built, at least in Oregon, without a program of State and Federal aid. Local property tax simply cannot stand the strain of any part of community college buildings along with the demands placed upon this source of revenue by our elementary and secondary schools. Our present Oregon law, as you probably well know, has provided a small amount of State money to be matched on a 75 percent State and 25 percent local. The present State amount is inadequate, and as I have been going about in our central Oregon area day after day, speaking to service clubs and various groups, the specter of increasing local property taxes for any part of the building costs on top of what we will be asking them for operating costs, as well as fixtures, equipment and site development, etc., is simply more than we can sell. I would hope that the State would be able to provide matching money for this Federal grant and then in turn provide 100 percent of classroom construction costs at the State level. If this happens, then I believe we in Oregon at least will be able to get along.

We will be voting this coming Tuesday, January 30, on the formation of a central Oregon area education district including Crook, Deschutes, and Jefferson Counties; that part of Wasco that is included in the Indian Reservation as well as a small section of northern Lake and Klamath Counties in a college district to provide the local tax base for Central Oregon College.

We have felt that we could not pass this issue unless we could promise that the local cost would not exceed a 2-mill levy and it is my belief that we will be able to keep within the levy within the foreseeable future for operating purposes, but we simply will not be able to provide the matching money that the State is now requiring on the buildings and stay at that level.

We are counting on Federal aid to come to the rescue. We will appreciate your continued efforts on behalf of this type of legislation.

Sincerely yours,

DON P. FENCE, President.

Mr. MORSE. Mr. President, I wish to make clear that I am a strong community college man. I am a great advocate of community college centers, particularly for the liberal arts courses, which make it possible for young men and women to live at home, to engage in some part-time work at home, and yet to get a start on their first college degree.

I see the Senator from California (Mr. KUCHEL) in the Chamber. I wish to make a statement of high commendation of the policy of his State, for there is no doubt in my mind, as the hearings will show, if Senators will study them, that no State in the entire Union has a more effective, efficient, and better jun-

ior college and community college program than has the State of California. If one wants any proof of the argument I now make in support of this section of the bill, I say, as an Oregonian—and it is pretty hard for me to say it—"Go to California—but while you are out there come to Oregon, too."

Though I have spoken jocularly, I wish seriously to say that I believe California is one of the great educational laboratories of this country in respect to the community college and the junior college. The people of California have been doing a grand job. The findings that we have made in regard to the work in California have lent support to the position we have taken on the bill. I wish strongly to urge that we see to it that funds are made available in the bill for the community college and the junior college.

Mr. KUCHEL. Mr. President, will the Senator yield?

Mr. MORSE. I yield to the Senator from California.

Mr. KUCHEL. I thank my able friend from Oregon for the generous comment he has made with respect to the school system in my State, and particularly for singling out the junior colleges. Last fall when I was at home I enjoyed participating in the dedication of a new junior college. The population of California will increase by leaps and bounds. I was rather astounded to learn that some people have estimated that within the next half century there will be more than 50 million people living in my State. That is one reason why I joined my friend last year in the aid-to-education bill. When I returned home to California I tried to point out to the citizens to whom I was then privileged to speak why this kind of activity by the Federal Government, in which my able friend has participated as a leader, is one of the most important responsibilities that he, I, and our colleagues have today—to prepare for the education of our youth tomorrow.

Mr. MORSE. I thank the Senator from California very much. I want him also to know that I appreciate the support he has always given me on education bills.

Mr. President, I ask unanimous consent that there be printed in the RECORD at this point certain pages from the hearings on the subject of Community Campuses of State Universities.

There being no objection, the statements were ordered to be printed in the RECORD, as follows:

COMMUNITY CAMPUSES OF STATE UNIVERSITIES  
(By Christian K. Arnold, assistant to the president, the Pennsylvania State University)

One of the newest, most significant, and least well-known developments in American higher education is the growth of branch, or community campuses of public universities. Virtually nonexistent as recently as 20 years ago, at least 143 such branch institutions are now being operated by 41 State universities and land-grant institutions in 28 different States. Together, these branches comprise more than a quarter

<sup>1</sup> Undergraduate campuses and technical institutes; excludes extension centers.



DON P. PENCE  
PRESIDENT

# CENTRAL OREGON COLLEGE

A COMMUNITY COLLEGE SERVING CENTRAL OREGON

BEND, OREGON

A DIVISION OF BEND PUBLIC SCHOOLS  
R. E. JEWELL, SUPERINTENDENT

February 7, 1962

Don Hamerquist  
Focus Club  
Reed College  
3425 N. Montana  
Portland, Oregon

Dear Sir:

In reply to your letter of January 26, 1962, I must first apologize for the delay. Our concern for an election setting up a college district here made all other matters secondary.

Although I heartily endorse the principles of free expression in ideas and intellectual freedom in general, I cannot accept your generous offer. In my opinion, Gus Hall has denied himself the right to speak before a public gathering. In advocating the violent overthrow of the very government which allows him intellectual freedom, Mr. Hall has demonstrated his disrespect for that freedom. Therefore, I consider it necessary and right that the associated students of Central Oregon College assist Mr. Hall in removing this principle from his personal cognizance.

If in the future a knowledgeable speaker is available to discuss communism in its proper form as a theory of government, please give us the opportunity to hear him. In the case in point, it is not to the subject but to the speaker that I object.

In order that you should have recourse to other groups or authorities, you should know that this is the opinion and decision of the student body president with the endorsement of the student council.

Yours truly,

C. K. Patterson

*C. K. Patterson*

President, ASCOC

gs  
cc: Dr. Don P. Pence

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The following editorial appeared in the Bulletin prior to the budget election of May 6, 1968, just one year later.

Even With Budget Increase, COCC is Still Good Bargain

Voters in the sprawling Central Oregon Community College district have been good to the school since it first asked for their support in 1952. (Prior to that time it was supported by taxpayers in the Bend School district, who had been good to it, too.) Only one time have voters turned down requests for operating funds, and that was during last spring's flareup over the college's administration. Once that problem appeared on the way to settlement, voters resumed their pattern of approval.

The college is back asking for money again, as it must each year. It is asking for more than it asked a year ago, a pretty common situation with schools in this and other states.

There are three basic reasons for the requested increase. Student enrollment is expected to be up sharply next year, in contrast with the picture of the past couple of years. The school has adopted the salary schedule in use at units in the state system of higher education. And COCC administrators, board and faculty members are making a major effort to improve the school's services to the Madras-Prineville-Redmond areas.

This year's income from local district taxes is about \$700,000. The school is asking for an additional \$170,000, in round figures, for the coming year. COCC is caught in the same bind as other small Oregon community colleges, in that local taxpayers must put up a far bigger share of the load than do property owners in more populous areas of the state. COCC's costs, however, are very much in line with those of other schools of similar size in isolated areas; the school is neither the most expensive to operate in the state.

A family which owns property with a true cash value of \$15,000 now is paying \$17.10 per year for COCC's operation. Next year it would pay \$22.20, an increase of \$5.10. The increase may seem large, but the total amount still remains small.

For all its troubles, COCC still has been a bargain for people of the big district it serves. It has provided a relatively low-cost education opportunity for many who otherwise would have had none. Now that the school's administration and board have seen the way clear to expanding services to areas which are located some distance from the campus, it should become even more valuable.



5  
COCC, as was noted above, has been a bargain for its patrons. The additional \$5.10 being asked for 1968-69 by no means takes it out of the bargain class.

There were three budget elections before the above budget was passed.

Mr. Chandler was almost unable to keep his promise that the area would pass future COCC budgets.

D

COCC  
UNDUPLICATED HEAD COUNT  
Based on Fall Term Enrollment  
(at 4th Week)

Year	Credit		Sub-Total Credit	Community Ed	Total
	Part Time	Full Time			
1949		28	117		117
1950	89	19	108	*	108
1951	48	12	60	*	60
1952	96	18	114	*	114
1953	113	25	138	*	138
1954	108	42	150	*	150
1955	135	84	219	*	219
1956	169	100	269	*	269
1957	177	88	265	*	265
1958	227	105	332	*	332
1959	267	114	381	*	381
1960		*	407	*	407
1961		*	445	*	445
1962		*	492	*	492
1963		*	638	*	638
1964		*	691	*	691
1965		*	878	*	878
1966		*	777	101	878
1967		*	773	165	938
1968		*	843	210	1053
1969	278	620	898	438	1336
1970	248	730	978	604	1582
1971	281	765	1046	960	2006
1972	266	817	1083	1176	2259
1973	358	825	1183	1384	2567
1974	496	858	1354	1539	2893
1975	373	1062	1435	1520	2955
1976	376	1057	1433	1715	3148
1977	600	876	1476	1923	3399
1978	1064	803	1867	2277	4144
1979	1072	893	1965	2624	4589
1980	1145	985	2130	2057	4187
1981	932	1093	2025	1840	3865
1982	1050	953	2003	1825	3828
1983	1204	868	2072	2062	4134
1984	1172	786	1958	1936	3894
			33006	26356	

\*No information

59362

Note: 3/4/85 - Estimated unduplicated head count of credit students at COCC from first records to present term = 47,380. Info. provided by Iris Buckle.

# Resignation of President Pence accepted by board of directors

By Pat Angle

Bulletin Staff Writer

The resignation of Dr. Don P. Pence as president of Central Oregon College has been accepted "with great reluctance" by the COC Board of Directors.

Dr. Pence's resignation, and that of Dr. Orde Pinckney as dean of the faculty at COC, were accepted by the Board in an executive session held in Bend late Monday night.

In a statement made public last night, the board said Dr. Pence's resignation would be effective when his contract expires in July of 1968.

Richard McRae, chairman of the board, said Dr. Pence has agreed to step down when another president is found.

According to last night's statement, the board agreed to accept applications for the position of president of COC.

If Pence "has an opportunity to obtain a job immediately, the board will release him," McRae added.

While they accepted his resignation as dean, the board members requested that Dr. Pinckney remain at the college as a "teaching professor." They praised his "excellence as a teacher" and noted "the overwhelming endorsement by all parties of his teaching abilities."

Dr. Pinckney this morning told The Bulletin that "at the moment I am inclined to accept the board's offer to continue at Central Oregon College" in a teaching capacity.

"My debt to the people of Central Oregon is very large," he added.

"Few men have had the opportunity as I have to be a part of an exciting and growing institution that has marched from a handful of night classes to one of the most beautiful campuses in the world.

"Since Oregon's community colleges began here, the people of this area can take real pride in their foresight and achievement. For me it is a rare privilege to share the adventure of learning with

them and with the splendid young men and women who attend Central Oregon College."

The board said it will begin taking applications immediately for a dean of instruction "whose duties are to include faculty supervision." In addition, the directors agreed to hire a consultant, as called for in the report of the committee which recently investigated the situation at COC. According to the board, the consultant will be directed "to take the action necessary to bring the institution into equilibrium and to point it upon a new course, characterized by a sound and positive educational policy."

A "local newspaper" came in for criticism in yesterday's board statement. The directors noted that "after lengthy testimony" at the recent board - sponsored hearings, "it was the consensus of opinion that the college had received a great deal of unfair and biased editorializing in the local newspaper, which has done great harm

to the college."

Dr. Pence, who has headed the college since it was only a small night school with a few classes in the old Bend senior high school, came to Bend in 1946.

Before assuming leadership of the college on July 1, 1952, he was director of music education for the Bend Public Schools.

He is recognized as a pioneer in junior college education in Oregon, having been one of the first persons to advocate a state-wide system of community colleges. Central Oregon College, under his direction, was the first recognized community college in the state.

Dr. Pence is currently a member on the Commission on Legislation of the American Association of Junior Colleges. He is past president of the Northwest Association of Junior Colleges, the Bend-Redmond Community Concerts Association, the Bend-Redmond Knife and Fork Club and the Bend Lions Club.



8

MINUTES

Central Oregon Area Education District Board (February 21, 1962)

The first meeting of the newly elected Central Oregon Area District Board was held Wednesday evening, February 21, 1962 at 8 P.M. in the Bend Senior High School Library. All 7 board members were present as follows: William C. Robinson, Richard P. McRae, Stuart Shelk, Owen M. Panner, William E. Miller, Rupert E. Park and Robert W. Chandler.

Mr. William G. Loomis, State Director of Community Colleges and Trade and Industrial Education, was present and administered the oath of office to the new members of the Board. Mr. Jess Yardley, Notary Public, witnessed the signatures. Mr. Loomis then asked for nominations for Chairman. Mr. William E. Miller nominated Mr. Owen M. Panner. Mr. Rupert E. Park discussed briefly the fact that he felt the Chairman should be a person who could work closely with the President of Central Oregon College because of his proximity to the College and then moved that the nominations be closed. Mr. Owen M. Panner was unanimously elected Chairman of the Board.

Mr. Loomis at this point turned the Chair over to Mr. Panner. Mr. Pat Patterson, president of the Associated Students of Central Oregon College, presented Mr. Panner with a fine new gavel.

Dr. Don P. Pence, President of Central Oregon College, was appointed Clerk of the Board and Mrs. Dorothy Kellogg, Secretary to Dr. Pence, was asked to take the minutes.

Dr. Pence handed each Board member a notebook for his own use, containing various pieces of information concerning the College, a proposed budget, and the agenda for the evening. He also presented each Board member with a book entitled "The Community Junior College" by James W. Thornton, Jr., courtesy of the Central Oregon College Bookstore.

These preliminaries being taken care of the meeting then came to order.

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The next order of business was the selection of legal counsel. Two names were mentioned, that of Mr. Sumner Rodriguez of Madras and Mr. James Minturn of Prineville. It was felt these men should be contacted before a decision was made concerning them. Action on this was deferred.

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Mr. Loomis explained the State's 10-year junior college plan to the Board and Dr. Pence asked that Mr. Loomis send several mimeographed copies of this plan to the Board.

At this point Mr. Panner felt it was time to give Dr. Pence a more official title than Clerk. It was moved by Mr. Park that Dr. Pence be appointed Chief Administrator of the school. Mr. Chandler seconded this motion. Vote was unanimous. It was then moved and seconded that Dr. Pence proceed with the details of the 10-year plan. Motion was passed.

Mr. Panner then asked what sites for a college were available. Several sites were mentioned including land east of town owned by Ralph Boese and the Steidl property. However, the two most practical sites that have been offered were felt to be the land adjacent to Pilot Butte and possibly the Butte itself, and property in the West Hills section owned by Mr. Robert L. Coats and Mr. R. H. Jones. Dr. Pence presented a letter signed by Dennis Marvin, attorney, on their behalf. Letter will be found with minutes.

Mr. Chandler wished it known that he would prefer the college not be located at the Pilot Butte site because of his owning property there and he did not want it to be thought that he bought property there because it was being considered as a college site.

Mr. Panner suggested that both these sites be looked over and said that Mr. William Hudson of the COC faculty would survey these two sites. Mr. Panner also said that if there were any other sites available they would be glad to look them over, too. Mr. Chandler said we should be sure that the site selected was large enough for future expansion and we should know what effect it would have on property values. Mr. Panner felt the best site should be chosen without regard to property values. He felt that either one of the two sites being considered would be entirely satisfactory. He suggested that Mr. Robert Coats be along when the group looked over the West Hills property. The site at Deschutes Junction was discussed but no decision was made regarding it.

It was decided that the Board would meet Monday, February 26, 7 A.M. at the Pine Tavern for breakfast and then the group would recess to look at the available sites. It was suggested they wear their walking shoes!

There was a 10-minute recess in the meeting at this time and the Board enjoyed coffee and cookies served by faculty wives, Mrs. Pence, Mrs. Hudson and Mrs. Burd.

When the meeting was resumed, Dr. Pence was asked if there were any sections wishing to be annexed to the district. Dr. Pence said he had a petition signed by residents of Silver Lake asking to be included in the district. This petition was considered by the State Board but was not included at that time because it would hold up proceedings for the area district vote. It was felt that a special annexation could come later. Another annexation suggested was that of Antelope. Since they had petitioned to come into the Jefferson County School District, it was felt they should be included in the college district. Mr. Park felt the Board did not have enough information on the Antelope annexation to consider it at this time. Dr. Pence was authorized to write a letter to the people of Silver Lake asking that they indicate an interest so that they might be considered. Dr. Pence mentioned that the College is committed to taking extension courses to the people in Fort Rock and that it would simplify matters if Silver Lake were included in the tax district. Christmas Valley is also included in this commitment. Mr. Loomis said the State Board would have to hold a hearing on this but that there would not need to be a vote. They could be annexed by declaration of the State Board. The matter of the Antelope area was tabled for the present.

The National Defense Education Act was discussed and it was decided that Dr. Pence as Clerk of the Board would have the legal right to sign any papers connected with this.

A meeting of the College Board with School District No. 1 Board to iron out any existing problems was discussed. Mr. Panner appointed a 3-man committee consisting of Rupert Park, chairman; William Miller and Richard McRae to confer with School District No. 1. Mr. Gordon McKay, who was present, said the next District No 1 meeting would be the second Monday in March in the Junior High School library.

It was decided that the 7-man budget board would be chosen at the February 26 breakfast meeting and that Board members in the meantime would be contacting various ones who might be willing to serve on this board.

It was decided that the Board would not need any rules of procedure other

than Roberts' Rules of Order

2 18

MINUTES

Special Meeting

Central Oregon Area Education District Board (Entire)

A special breakfast meeting was held Monday, February 26, 7:00 A.M., at the Pine Tavern. All members were present with the exception of Mr. William Robinson. Others in attendance were: Mr. Robert Coats, Mr. William Hudson and Mr. William James.

There was an indication from Mr. Sumner Rodriguez that he would accept the position of legal counselor for Central Oregon Area Education District. It was moved by Mr. Chandler and seconded by Mr. Miller that he be appointed to this position. Motion passed unanimously.

The following budget board was nominated:

1. Millard Eakin, Madras
2. LaSelle Coles, Prineville
3. Arthur B. Carlson, Madras
4. Kessler Cannon, Bend
5. Web Loy, Bend
6. Don Hinman, Redmond
7. Merritt Parks, Fort Rock

It was moved by Mr. Chandler and seconded by Mr. Park that these men be appointed to the budget board. Motion was passed unanimously.

Dr. Pence asked for approval to delay the sending of a letter to Silver Lake on annexation proposition until he was able to make better contact with the residents of that area. Approval was granted.

It was moved by Mr. Park that the Board start each meeting with a prayer. Mr. Park requested that action on this motion wait until the next regular meeting.

It was decided that the sub-committee appointed to confer with School District No. 1 would meet at 7 P.M. (in advance of the District Board meeting at 7:30) in the Bend Junior High School Council Room, March 12.

There was some discussion on criteria for, and mechanics of, procedure in site determination. Mr. Chandler offered 40 acres of land northeast of town.

The Board named the following advisory committee of engineers to study water, roads, construction, access, etc., to possible sites:

1. John Eaton, city engineer, Bend
2. C.C. McGlenn, City of Prineville Railroad, Prineville
3. Charles Plummer, Deschutes County Highway engineer, Bend
4. Dean Swift, State Highway Department, Bend
5. Percy Drost, city water superintendent, Bend
6. William Hudson, civil engineer and geologist, C.O.C. staff, Bend
7. John Berning, water superintendent and engineer, Redmond



2 Cont

11

Mr. Park was named as official representative of the Board to this engineering study committee.

Mr. Robert Coats discussed his proposed building site, including paved road up to the site and 29 acres of water right from Deschutes River (1903 right); also a buffer zone between college site and residential area.

Mr. William James offered 160 acres on Deschutes River, south of Bend.

Following the meeting the Board toured three proposed sites: Pilot Butte area, Awbrey Butte area and the Deschutes River area south of Bend. This tour was completed at 11:30 A.M.

The meeting was adjourned until the next regular meeting, March 14.

7

3

12

To The Board of Education and Budget Committee,  
Central Oregon Area Education District. (From Don Pence)

March 21, 1962

Representative Kessler Cannon has again reminded me of the meeting on Thursday, March 29, in Bend, of the Interim Committee on Education. This meeting will be held at the Pine Tavern; dinner 6:30, followed by a business meeting at 7:30. Both Representative Cannon and Representative Evick have called our attention to this meeting several times in the last couple of weeks, and so the purpose of this memo is to urge that all members of the Board, the Budget Committee and legal adviser attend this meeting. I am also sending a copy of this notice to Senator Overhulse.

It behooves all of us to be there and to pose some of the questions that we have posed to each other during the last six months leading up to the formation of this college district. If it is your belief that changes should be brought about in the existing statute, either in the area of finance or control, then this is the legal body to whom you should pose your question. The meeting will, of course, be open to the public and you will probably want to bring your wife along with you to the meeting. Of course, any and all matters pertaining to education in general will be discussed. I will look forward to seeing all of you, along with any other interested patrons, in attendance.

We will be mailing out the minutes of the last meeting, along with our tentative budget which we are now transferring to the regular state legal form, by the 30th of March.

You will be interested in knowing at this point that some of us have been taking Mr. C.C. McGlenn's suggestion that we find that area which is most suited as a college site and then take up the matter of how to secure it. We have discovered an area that will certainly bear consideration on the southwest slope of Awbrey Butte. This actually is the area directly below where the Board stood when we were on the topmost pinnacle of Awbrey, overlooking the area to the west. There are several things about this area that will certainly merit serious consideration and the engineering committee is being advised to consider this now as one of five offers and to also look for other areas not immediately under consideration, but which might provide even better advantages.

One of the advantages of this most recent discovery is that it lies on the southwest side, having the full advantage of the sun, as well as the view. It also has a very peculiar land formation that we were not able to observe from our view pinnacle because of the heavy vegetation in the area.

If you will go back to the top where we looked out over the Cascade Range toward the west, and if you will walk due west for one-half mile, you will discover that there are approximately 11 flat terraced areas in that one-half mile. Much to my surprise this west side of Awbrey is not a sloping hillside like the north and south sides such as you find in the West Hills section of town, but consists of very definite and, in some cases, perfectly flat terraces with from 75 feet to several hundred yards; each and every one of these terraces with a perfect view of the whole Tumalo Valley and the Cascade skyline. Terrace level number 4 would be down on a water and road level with existing streets in the West Hills section as they are projected on around the hill to where they could meet the terraces. Number 11 is down on the level with the Shevlin Park road.

I have gone into detail in describing this site, not for the purpose of trying to sell it to anybody, but to describe it in such a way so that if any of you have the opportunity on your own to come back and take another look, you will know which way to proceed to make a study of the area. You will find immediately that this southern exposure, with its tall juniper, ponderosa and buck brush, is entirely different than the jackpine and sage brush area that we looked at on the top of Ambrey.

Forty acres of this land west of Ambrey belong to Dr. J. C. Vandeventer and his forty is completely surrounded by the land owned by Mr. Coats.

It has been suggested that we try to secure around 500 acres and have that part of it not actually occupied by college buildings dedicated as a game preserve so that the natural beauty of that area might be forever held in custody for future generations.

The engineers will, no doubt, give us additional statistical data on this area, along with the other four that have been suggested.

Don P. Pence  
President  
Central Oregon College



4

14

Central Oregon Area Education District

Minutes, Regular Meeting (EXERPTS)

May 9, 1962

Mr. Park gave the report of the engineers' committee of which he is official board representative. The entire report is attached to these minutes. Mr. Park asked Dr. Pence if a seventh site had been offered and Dr. Pence said that a Mr. Carter had offered sixty acres at Deschutes Junction. Mr. Chandler mentioned that the Board could not afford to consider a site that was too far from existing water lines, etc. The Board agreed this should be one of the main considerations. It was felt this particular site was not practical for this reason.

It was decided that the engineers' reports should be accepted individually and not as a group and that the Board would merely use this information in making its decision on selection of site.

At this point Mr. Coats was invited to comment on his site but he said he had no comments.

Mr. Chandler suggested that the Board give thought to determining long-range plans and policies of the College on athletics, etc.; said policies would have implications on amount of land needed for future use. Dr. Pence mentioned that the time to get the necessary land was in the beginning -- that it would never be any cheaper and that it would be difficult to come back fifty years later to pick up more land.

Mr. Shelk asked if the two favored sites had at least 100 acres and Dr. Pence said they had up to 200 acres. There was some thought that this much acreage was not needed in view of the fact that most of Oregon's colleges were on less than 100 acres. Dr. Pence said that the trend was towards at least 100 acres of usable land for junior colleges, with the idea that much of the land over that would be unusable. Mr. Park felt that since we live in an area of wide-open spaces we should not hem ourselves in. Mr. Robinson felt we should not tie the hand of future boards by starting out too small.

Mr. Miller pointed out that it would be advisable to have a committee from the faculty and administration to work with the Board on site selection and that they should have equal vote. Mr. Park said he felt there should be a student representative on this committee.

Mr. Panner asked for a motion to this effect.

Mr. McRae felt that such a committee should not be appointed until after the architect is selected.

Mr. Park moved that there be a faculty advisory committee selected by the administration, not to exceed five members, who would be invited to sit with the Board in an advisory capacity from this time forward on site selection. Mr. Miller seconded the motion.

Mr. Chandler said the motion was out of order.

Mr. Panner asked for discussion.

The majority felt that such a committee was not necessary at this time and Mr. Park withdrew his motion with the consent of his second.

Mr. Park at this time gave a report on a meeting that he attended with Dr. Pence and Mr. Wacker, COC staff member, in Portland concerning the setting up of a state organization of community colleges. He said that he was most happy that he went and that he received a great deal from the meeting. He said one of the basic purposes of the conference was to scout the idea of an Oregon Association of Community Colleges. Mr. Park said there would be another meeting in the future and suggested a four-way approach to the state organization, with each institution having three votes representing administration, board and staff and that the

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40

Associated Students also be represented but without vote on institutional matters in the state organization. He then moved that this board name a representative from the board to be the board's official representative in the state organization and suggested that the faculty do likewise and that the administration be represented by the COC president, and the students be represented by the president of the Associated Students of COC, and that this group of four attend the next state-level meeting when it is called.

Mr. Chandler seconded this motion and it was unanimously passed.

5

14

Central Oregon Area Education District

Minutes, Special Meeting (Excerpts)

May 23, 1962

The President presented a list of twenty (20) staff members currently employed by Bend School District No. 1 and assigned to Central Oregon College and recommended that these individuals be transferred over to the Central Oregon Area Education District and assigned to duties in Central Oregon College as per duties and salary stated on a list, presented to the Board, and recommended for the 1962-63 academic year; each to be given a one-year contract with rank and months of service as indicated. It is understood that should an individual, through additional academic work, add sufficient credits to his transcript to place him in the next column on academic preparation on the Board's salary schedule, that such adjustment will be made at the proper time after the completion of such work.

It was moved by Mr. Miller and seconded by Mr. Chandler that the Board accept the recommendation of the President and that the Clerk be authorized to draw up contracts for the twenty individuals included in this list. The list contains the names of the following individuals:

- |                      |                      |
|----------------------|----------------------|
| 1. Orde S. Pinckney  | 11. William Hudson   |
| 2. Robert S. Johnson | 12. Eli S. Jenkins   |
| 3. Charles Wacker    | 13. Louise Jennings  |
| 4. Philip Ryan       | 14. Elvin R. Johnson |
| 5. Orval J. Hansen   | 15. Robert Maxwell   |
| 6. R. Vance Peavy    | 16. Dallas Quick     |
| 7. Donald E. Burdg   | 17. Roy Sailer       |
| 8. Ruth Burgderfer   | 18. William Speth    |
| 9. Mina Cook         | 19. Helenmarr Wimp   |
| 10. Theodore Gibbons | 20. Ellis J. Wyatt   |

Salary and other specifications are on file and considered part of this action.

Motion was passed unanimously.



6

17

Recorded Notes  
on  
Central Oregon Area Education District Board  
and  
Committee of Engineers (*Entire Report*)

Date: June 6, 1962  
Time: 12 o'clock noon  
Place: West's Coffee Shop

Board members present:

Boyd Overhulse  
William C. Robinson  
Richard McKae  
Stuart Shelk  
Owen M. Panner  
William E. Miller  
Rupert E. Park  
Robert W. Chandler  
Don Pence

Engineers present:

John Eaton  
William Hudson  
C.C. McGlenn  
Aubrey Perry  
Charles L. Plummer, Jr.  
Dean Swift

Absent:

John Berning  
Percy Drost

C.O.C. Faculty

Philip Ryan  
Robert Johnson  
Orval Hansen

Architects present:

Robert Wilmsen  
Robert Mention  
Robert Stearns

Others present:

Jesse Yardley  
Pat Metke  
Floyd Farley

William C. Robinson, vice-chairman of the Board, opened the meeting during the temporary absence of the chairman, Owen Panner.

Dr. Pence passed out maps of a proposed college site, the west slope of Awbrey Butte, for use in the discussion.

It was brought out by Mr. Rupert Park, board representative to the engineering committee, that each engineer had given an individual report on the various sites available, and had since requested that they meet as a group to express their views. It was further brought out that it was the understanding of the committee that its role was advisory and that final determination of a site would be made by the Board. Mr. Rupert Park then made the statement that it was his personal opinion, after looking over all available sites, that the west slope of Awbrey Butte was the most preferable.

Dean Swift said that he did not wish to comment at the moment. He did ask if the park department had been approached relative to the Pilot Butte site as that land had been set aside for park purposes.

It was noted that this had not been done.

Mr. Park reported that the Awbrey Butte site was the choice of the majority of engineers if certain conditions could be met.

Mr. Miller asked Mr. Swift if he had any reason to believe the park department would not go along should this site (Pilot Butte) be chosen.

June 6, 1962 (continued)

Mr. Swift stated that if a place designated for use as a park was not used for this purpose that it must revert to its original owner.

Dr. Pence reported that he had talked to Mr. Walt Wright who had suggested that they have a plan of the college drawn up before approaching the park department.

Mr. Park called for more comments from the engineers.

Mr. Perry reported that he had nothing further to say in that he felt the west slope of Awbrey Butte was the best one that he had looked at.

Mr. Eaton reported that he also went along with the west slope of Awbrey Butte, but he felt that the lower slope had the best possibilities.

Dr. Pence stated that the liberal arts school, the technical school and the parking lots would be on the lower slope, but that they would hope to put an observatory on the hill marked 1 on the map sometime in the future and it would then be a landmark. Other buildings would be built higher up on the slope later on if water became available at a higher level. He said this was his concept of the site.

Mr. Park then asked if any of the engineers had any real basic misgivings concerning the availability of water.

Mr. Swift remarked that he had misgivings about servicing the buildings; that it would be difficult to get to them, especially in the winter time.

Dr. Pence reported that there was a "skid road" left by loggers and that he would think they could put a service road up there. It would be closed to student travel.

Mr. McGlenn stated that there was a question of fire protection as well as servicing.

Mr. Perry reported that he and Mr. Plummer had gone all over the site and that it would be no trick at all to run a road up there; that there was very little grade and a paved road could be put in that could be plowed out in winter when the Shevlin Park road was plowed.

Dr. Pence remarked that the site had a southwest exposure and he didn't think snow would be too much of a problem.

Mr. Shelk asked if there were any commitments on water.

Dr. Pence said that there three 6" mains coming into a point where he had marked an "X" on the map. (About 1450 feet from campus boundary)

Mr. Plummer asked if there wasn't some discussion with Mr. Coats concerning water.

June 6, 1962 (continued)

Mr. Panner said there were some difficulties there in that Mr. Coats was not only going to donate land, but he would also have to acquire some land, and there might not be enough money available for buying land and putting in water, both. But he felt that water could be made available at no expense to the college and that it would be no problem.

Mr. Swift said that you can always build a road anywhere if you have enough money, but that he didn't think the terraces were large enough for both roads and buildings.

Mr. Eaton stated that he heard the city water superintendent remark that he favored the Awbrey site provided the building was kept as close to the Shelvin road as possible which would make servicing with water fairly easy. If the building, done higher up, it would be necessary to build an auxiliary reservoir.

Mr. Park said that Mr. Drost's written report bore out the statement that Mr. Eaton had just made, and that he (Mr. Drost) had given the Awbrey site more points than the Pilot Butte site.

Mr. Chandler asked Mr. Eaton if he had any idea how much it would cost the city to put a reservoir on Pilot Butte.

Mr. Eaton thought it would cost around 50 to 60 thousand dollars and that would be a small reservoir merely for pressure purposes. He did not know what it would cost to put pipe lines up.

Mr. Chandler then asked Mr. Swift what he figured a 30-foot road would cost.

Mr. Swift said it would be 50 thousand a mile, exclusive of right-of-way costs. (Note: Since the meeting, Dr. Pence checked with county and average cost per mile of paved county roads is \$7,200.)

Mr. Shelk asked if the site (Awbrey) was within the city limits, or would the roads have to be put in by the college.

Dr. Pence said it was his understanding that the county would put in the roads.

Mr. Plummer said he thought that was true.

Mr. Panner felt roads were not a problem at this time.

Mr. Shelk felt that having a road would have a lot of bearing on which site was chosen, especially as long as the state would not share in any land costs.

Mr. McGlenm asked if there was any idea of bringing this area into the city.

Dr. Pence said that he assumed it would be brought in for fire protection and police protection.



June 6, 1962 (continued)

Mr. Chandler asked if it touched the city limits anywhere. Dr. Pence said that it did not.

Mr. Park said that an access road (from the main access road) to each building as it was built was the only immediate problem.

Mr. Panzer was sure we would get future help from the county.

Mr. Chandler asked if there was any thought about changing city policy on road costs.

Mr. Miller felt that the commission would certainly look into it.

Mr. Panzer said that he thought we were basically interested in getting expressions of opinion on how these various sites compare and the things we should worry about in making the final decision. He felt roads would not be a problem with the county willing to put in a main access road and that water was not a problem.

Mr. Shelk brought out that it was about 3 miles to the Awbrey site from the center of town and asked if there would be transportation for those from out of town.

Dr. Pence said he was sure the city bus would service the area.

Mr. Shelk stated that anyone coming from Prineville would have an additional four miles to drive through traffic. This would not be true with the Pilot Butte site.

Dr. Pence said that if they came from Prineville the back road, it would be about  $2\frac{1}{2}$  miles further and  $1\frac{1}{2}$  miles further for those coming from Redmond. He also felt that if the Awbrey site was superior for a college site and more appealing to the students, they would not worry about traveling an extra mile or two.

Mr. Panzer stated that there were several details that needed clearing on the Awbrey site and it was not sure that it was even available. Therefore, they wanted opinions and comments on all of the sites.

Mr. Park asked that if the Vandeventer property was not available could they expand north another 40 acres?

Mr. Panzer said that Dr. Pence felt that the Vandeventer property was indispensable.

Dr. Pence said that he felt if there were a block or two of city houses above the campus looking down on it, it would detract from the campus.

Mr. Panzer asked if there were any other comments from the engineers.

Mr. Plummer asked about other sites submitted by Mr. Swift and Mr. Berning.

June 6, 1962 (continued)

Mr. Park said that he had not actually walked over the ground that was described by Mr. Berning, but that it was north and slightly east of the proposed Pilot Butte site and that it was part of a farm.

Mr. Swift said that you could stand on Pilot Butte and see a portion of it.

Mr. Park said that no one had offered this land; that it was merely a proposal because of its location.

Mr. Yardley said that he thought that between himself and Mr. John Stenkamp they could donate enough land for a college in that section.

Mr. McGlenn felt that there was still some better site than those offered and that even if it should cost some money they would be better off in the long run.

There was some discussion that storage of water would cost too much to make it worthwhile.

Mr. Hudson explained that there were water trap zones on the various terraces of the Awbrey site and that there was a well just a little bit to the southwest known as the old brickyard well.

Dr. Pence explained that the well was within one-half to three-quarters of a mile from the proposed campus.

Mr. Chandier asked how deep it was and Mr. Hudson said 100 feet or so.

Mr. Miller said that according to some reports he had read that 50 gallons of water per student per day would be needed.

Dr. Pence said that since we were figuring on 1000 students in our ten-year plan that would bring the gallons needed per day to 50,000 gallons.

Mr. Swift asked if it was out of the question that the city would put a water line out there.

Mr. Park felt that irrigation would not be too much of a problem since they would plan to leave most of the land in its natural state.

Dr. Pence felt the Awbrey site was superior to the Pilot Butte site in that it had these water traps that kept the grass growing and that in the dry season everything dried up on the Pilot Butte site.

Mr. Panner said he would like to investigate Mr. McGlenn's idea of some other sites. He said that (1) basically we should start off with how many acres we need and (2) that it is easy to say that there are other sites that might be as good or better, but that we are talking about a couple of hundred acres at least. If this site should be found and should be available we are looking at at least \$20,000 which we just simply do not have. He was not saying it could not be obtained.

June 6, 1962 (continued)

Mr. Swift said \$20,000 would not even get them to first base if they tried to develop Awbrey Butte.

Mr. Panner said that we must keep in mind that we are only going to develop one or two buildings at the present, not a great big campus right now.

Mr. McGlehn brought up the problem of a road again and Mr. Shelk said the road problem was already settled at the Pilot Butte site; that the road went right to it.

Dr. Pence said they would still have to build internal access roads, even on the Pilot Butte site.

There was a question of how many acres would be needed and Mr. Park said we should not consider less than 120 acres.

Mr. Panner asked him why he said that and Mr. Park said we are building for a potential 1000-student community college and because of the kind of area we live in we should not jam our buildings together. With the amount of land available in this area it would be very shortsighted to go very much smaller than that.

At this point, Mr. Wilmsen said he could see that there was quite a difference of opinion concerning the sites even among the board members. He pointed out that they also employ engineers and depend on them for technical knowledge, for soil tests, etc. He said he had read each engineer's report and had studied them pretty carefully. The Awbrey Butte site fascinated them and they felt that the most reasonable site was the lower middle of west Awbrey Butte. He didn't feel that it was absolutely essential to have the knob. He then went through his written report. Mr. Wilmsen said the thing that concerned them the most was the fire hazard which would be there in winter as well as summer without adequate water. He said a fire on that hillside could completely destroy the junior college. He said irrigation water would be needed and was a real problem and that it would probably have to come from wells drilled on the site. He said the soil in this area is superior but that they would need to have soil tests. He said sewage had been discussed and would be no problem. He said we would need to work out a mutual zoning agreement with the city to protect the college from small businesses springing up on the perimeter. Mr. Wilmsen also did not feel that the Vandeventer property was absolutely essential -- that it would be nice, but we could do without it. He felt the view of the city was important and the ability to see the college from the city was important for good public relations and for directing people to the college. He said it would be possible to see the college from some parts of the city. He said access was important but that a good site should not be over-ruled because of being on the opposite side of town from Redmond or Prineville. He said he knew he was stepping on some toes but that these things should be weighed and balanced. To him, this site had more advantages than the others and a couple of extra miles shouldn't matter. Mr. Wilmsen said the Pilot Butte had a bad scar and that its ugliness could never be overcome. He said that this, like most school programs, would be built in stages -- one building and one stretch of road at a time.



June 6, 1962 (continued)

Dr. Pence said he could appreciate the difficulty in getting roads up to the narrow terraces, but he would see this remaining in its natural state.

Mr. McGlenn remarked that leaving it in its natural state would accentuate the fire hazard.

Mr. Wilmsen said it would be necessary to build fire roads around the perimeter.

Dr. Pence said that even though it were left in its natural state they would need to clear out brush and stumps.

Mr. Hudson said the reason he gave the Pilot Butte site the most points was mainly because of the fact that the cost of roads would be less; however, he preferred the west Awbrey Butte site for long-range development and beauty. He then asked Mr. Swift what he thought of the Pilot Butte site.

Mr. Swift said he thought he picked it over the other sites.

Mr. Eaton said that he made it clear a while ago that we should stick to the low slope of Awbrey. On Pilot Butte a great deal of the building would have to be on the north side.

Mr. Park quoted from Mr. McGlenn's report that "Pilot Butte would be a dirty, dusty site and that irrigation will be expensive."

Dr. Pence asked that some of the staff members present might like to comment. Robert Johnson had no comment; Phil Ryan said he favored Awbrey over the others that had been considered but that it might make sense to look over the others. Mr. Hansen said he had no comments other than what had already been said.

Mr. Park thanked the engineers for taking the time to make these reports and that their views would be considered.

Mr. Perry said that if the Board should decide on the Awbrey site, they should make sure they take in all the land down to the road and not leave any tracts that could be used for hamburger stands and the like.

Mr. Eaton said that if it were brought into the city limits it would come under R-1 zoning and would remain that way.

Mr. Yardley presented an areal map and Mr. Panner asked that he and Bill Hudson mark in the sections on this map.

Meeting was adjourned.

# 47. ARCHITECTS SITE REPORT 82

24

ALTHOUGH THE 145 ACRE SITE FOR THE CENTRAL OREGON COLLEGE CAMPUS HAS A TERRAIN WHICH IS SLOPED AND TERRACED, THE AREA IS SPACIOUS ENOUGH TO FACILITATE ALL THE PROPOSED BUILDINGS, INCLUDING THOSE NOT FINANCED BY STATE AND LOCAL MATCHING FUNDS. SPACE IS TO BE PROVIDED ADJACENT TO EACH OF THE INITIAL CAMPUS CENTERS FOR THE INEVITABLE EXPANSION AND GROWTH OF THE COLLEGE. ON THE LOWER SLOPES, THE CAMPUS LEVELS OFF AND PROVIDES IDEAL SITES FOR PHYSICAL ACTIVITY FIELDS, HORTICULTURE AND FLORICULTURE TESTING GARDENS, LARGE MAINTENANCE AND ASSEMBLY BUILDINGS AND PARKING LOTS. THE KNOB OF AWBREY BUTTE IS A PERFECT SITE FOR A FUTURE OBSERVATORY AND PLANETARIUM CENTER, AND DOWN THE SLOPE IS ANOTHER SITE WHICH PROVIDES AN IDEAL LOCATION FOR THE STUDENT CENTER BECAUSE OF ITS SWEEPING VIEW OF THE CASCADE SKYLINE.

THE ROADWAYS SHOWN ON THE MASTER PLAN PREVIOUSLY EXISTED AS FIRE AND LOGGING ROADS, OR ARE EXTENSIONS OF CITY AND COUNTY STREETS AND ROADS, AND WILL BE, WITH SLIGHT MODIFICATION AND PAVING, VERY ADEQUATE LINES OF INGRESS AND EGRESS TO AND THROUGH THE CAMPUS FOR STUDENTS, FACULTY, SERVICE TRUCKS AND THE PUBLIC.

THE FOLLOWING TABLE IS AN ITEMIZATION OF STUDENT STATION AREAS, BUILDING AREAS AND BUILDING COSTS FOR ONLY THOSE UNITS WHICH WILL BE FINANCED BY STATE AND LOCAL MATCHING FUNDS.

WITH THE AVAILABILITY OF NATURAL GAS TO THE SITE IT IS OUR PLAN TO HEAT AND VENTILATE EACH INDIVIDUAL BUILDING WITH GAS-FIRED VOLUME HEATERS WHICH WOULD REDUCE THE INITIAL CONSTRUCTION COST, PROVIDE CONSIDERABLE FLEXIBILITY, AND ELIMINATE THE NEED FOR AN EXPENSIVE BOILER AND SERVICE TUNNEL INSTALLATION. NO PROVISION FOR A REFRIGERATED AIR-CONDITIONING SYSTEM IS PLANNED. THE LIGHTING FOR THE INDIVIDUAL BUILDINGS GENERALLY WILL BE A SURFACE MOUNTED FLUORESCENT SYSTEM. IF IT IS ECONOMICALLY FEASIBLE, ALL POWER AND TELEPHONE LINES WILL BE INSTALLED UNDERGROUND THUS TO ELIMINATE DEFACING OVERHEAD LINES AND POLES.

WE HAVE REVIEWED THE SITE WITH THE OREGON STATE BOARD OF HEALTH AND SANITATION, AND THE SEWAGE DISPOSAL SYSTEM REQUIRED FOR THE COLLEGE WILL BE A RELATIVELY INEXPENSIVE INSTALLATION WHICH COULD BE READILY CONNECTED TO A FUTURE CITY OF BEND SEWER MAIN.

THE CITY OF BEND IS TO PROVIDE CENTRAL OREGON COLLEGE WITH THE WATER SUPPLY FOR DOMESTIC WATER AND FIRE PROTECTION THROUGH A NEW 500,000 GALLON RESERVIOR ON WEST AWBREY BUTTE FROM WHICH A 10 INCH MAIN WILL BE CARRIED TO THE FIRST COLLEGE BUILDING. FIRE ROADS WILL BE CUT AT THE PERIMETER OF THE SITE, AND FIRE HYDRANTS INSTALLED THROUGHOUT TO PROTECT THE COLLEGE.



MUCH OF THE NATURAL BEAUTY OF THE SITE AS POSSIBLE, AND TO LOCATE BUILDINGS AND ROADWAYS THUS TO PRESERVE THE AESTHETIC SETTING OF WEST AWBREY BUTTE. IT IS OUR INTENT TO DESIGN THE COLLEGE CAMPUS NOT AS A FORMAL SERIES OF GRASSED MALLS AND SYMMETRICAL GROUPINGS OF BUILDINGS NORMALLY ASSOCIATED WITH A COLLEGE CAMPUS, BUT TO CREATE AN INFORMAL ASYMMETRICAL LAYOUT WHICH WOULD BE MORE SIMILAR TO A SUMMER ORGANIZATIONAL CAMP WITHIN A NATIONAL FOREST.

THE BUILDINGS WILL BE BASICALLY ONE STORIED WOOD FRAME STRUCTURES FINISHED ON THE EXTERIOR WITH STAINED NATURAL BOARDS AND SIDING THUS TO BLEND INTO THE NATURAL SETTING. IT HAS BEEN OUR EXPERIENCE IN DESIGNING SCHOOLS THROUGHOUT THE STATE OF OREGON THAT A WOOD FRAME SCHOOL WITH GLU-LAMINATED BEAMS AND WOOD JOISTS IS ONE OF THE MOST ECONOMICAL STRUCTURES, AND CONSIDERING THE STATE'S COST REQUIREMENT OF \$15.00 PER SQUARE FOOT OF FLOOR AREA, IT WILL BE MANDATORY THAT WE DESIGN THE UNITS WITH THESE REGIONAL MATERIALS. CONSIDERING THE TERRAIN OF THE SITE AND THE BASALTIC OUT-CROPPINGS, RETAINING WALLS AND BUILDING BASES COULD BE CONSTRUCTED WITH THE AVAILABLE ON-SITE ROCK. IN ALL PROBABILITY BECAUSE OF COST CONSIDERATIONS, THE INTERIOR OF THE BUILDINGS WILL BE DRY WALL CONSTRUCTION UTILIZING GYPSUM BOARD, HARDBOARD, PLYWOOD, PANELING AND ACOUSTICAL TILE.

OUR ARCHITECTURAL FIRM, WILMSEN, ENDICOTT & UNTHANK, WAS  
RETAINED BY CENTRAL OREGON COLLEGE JUNE 13, 1962, AND SINCE  
THAT DATE WE HAVE BEEN PRIMARILY INVOLVED IN THE INVESTIGATION  
OF POSSIBLE SITES FOR THE COLLEGE, AND THE STUDY OF THE  
POSSIBLE DEVELOPMENT OF THE WEST AWBREY BUTTE SITE. SHORTLY  
AFTER HAVING BEEN RETAINED BY CENTRAL OREGON COLLEGE AS THE  
PRIME DESIGNERS AND PLANNERS OF THE PROPOSED COLLEGE WE  
ASSOCIATED OURSELVES WITH THE BEND ARCHITECTURAL FIRM OF STEARNS  
& MENTION, TO BE ABLE TO PROVIDE OUR CLIENT WITH DAILY SUPER-  
VISION OF ON-SITE CONSTRUCTION, AND TO BE ALLIED WITH ARCHITECTS  
WHO ARE FAMILIAR WITH LOCAL BUILDING PRACTICES AND CLIMATIC  
LIMITATIONS.

OUR FIRM RECOMMENDED TO THE CENTRAL OREGON COLLEGE BOARD AFTER  
HAVING EXTENSIVELY INVESTIGATED THREE SITES, THAT THE WEST  
AWBREY BUTTE SITE OFFERED THE MOST ADVANTAGES AND HAD THE FEWEST  
LIMITATIONS. THE WEST AWBREY BUTTE SITE IS, IN OUR OPINION,  
NOT ONLY A PRACTICAL COLLEGE SITE RELATIVE TO ACCESS TO UTILITIES  
AND ROADWAYS BUT IT IS IDEALLY SITUATED FOR CLIMATIC CONSIDERATIONS.  
THE ORIENTATION OF THE BUILDINGS ON THE SITE WILL PERMIT NOT  
ONLY THE SLOPES TO ABSORB SUNLIGHT, BUT EACH UNIT WILL HAVE THE  
TREMENDOUS VIEW OF THE CASCADE SKYLINE. THE SITE IS COVERED  
WITH A LUXURIOUS GROWTH OF NATURAL CONIFEROUS TREES WITH OUT-  
CROPPINGS OF BASALTIC ROCK. IT IS OUR INTENT TO PRESERVE AS

8  
Central Oregon Area Education District

Minutes, Regular Meeting (EXCERPTS)

June 13, 1962

Chairman Panner asked for a motion from the Board commending the architect on his excellent report regarding a selection of site. Mr. Chandler so moved and motion carried.

Mr. Panner reported that he expected to clear up several details concerning the west Awbrey site in about ten days and that there was a possibility some trading could be done between Mr. Coats and Mr. Vandever. Mr. Panner felt the Board should defer any formal decision on the choice of a site until as much title work as was possible was done.

There was a good deal of discussion concerning the west Awbrey site such as, the availability of water, roads, etc. Mr. Chandler said he did not feel this was the best site and Mr. Park suggested that each board member give his personal opinion concerning the sites at this time.

Chairman Panner called on Mr. Chandler for his opinion. Mr. Chandler said the west Awbrey site had the advantage of more acreage but he didn't feel it was necessary to have that much. He said this was supposed to be a low-cost junior college and it was going to cost in the neighborhood of \$100,000 to develop this site--water, streets, fire protection, etc. He said he would like to explore the other site (Pilot Butte) as thoroughly as this one had been explored. He felt very little effort had been put forth on exploring the possibilities of the Pilot Butte site and there were some statements in the engineers' reports concerning this site which he felt were erroneous. He would like to go into them both.

Mr. Park said he had never been impressed with the Pilot Butte site. It has no aesthetic appeal, there is a big scar on the side of the cinder hill, it is too small, the building sites are down in a saucer and you'd never have a view of anything but the backs of other buildings. He recognized that it was closer and would have less water and road problems. However, there was no room for expansion and it would be very unwise to select such a small area. He said we live in the wide-open spaces of Central Oregon and our schools should be indicative of the type of life we live. He said there were some cost factors connected with the west Awbrey site but felt that they could be worked out.



Mr. McKae said that if we were choosing an economical site for the next five or ten years, the Pilot Butte site was the best choice for the college and the taxpayers; however, in taking the long-range view, he would certainly prefer the west Awbrey site.

Mr. Shelk said he felt the Pilot Butte site was the wisest choice as it would be the most economical to develop. He felt there would be more junior colleges springing up in the area over the years and there would not be a great need for expansion on this site. He thought the entrance to the Pilot Butte site was much prettier. He said his choice was Pilot Butte but if anyone could show him that the west Awbrey site could be developed, he was willing to be shown.

Mr. Miller said he didn't see how the west Awbrey site could be beaten from a long-range viewpoint. He said he would much prefer, because of his property holdings and business operations around that section, that it not be selected as a college site; however, looking at it from the standpoint of the College it was the best site. He did not go along with the \$100,000 estimate for developing the site. Of course, the Pilot Butte would be cheaper, but he objected to building on a north slope. He felt the College should have more room and for that reason the west Awbrey site was his choice. He said if a strip of road was needed, he would give it.

Chairman Panner said the Board accepted his offer.

Mr. Miller then stated that he felt the Board was overlooking a wonderful site on the James property; that there were 160 acres and a full view of the mountain range and was on the river.

Mr. Panner felt water was too much of a problem there and Mr. Shelk felt it was too far away.

Mr. Panner said he was "teetering on the brink." He felt the Pilot Butte site was a fine site with a spectacular view and plenty of good building sites, and also had a beautiful access road. He said there was a bad scar and that he didn't know what could be done about that. He was pretty sure, though, it could be filled and that it wouldn't cost too much. He said he would have to go along with Mr. Shelk in thinking that there would be more colleges springing up in the area and he could not visualize the time when the college would need 200 acres. However, on the other hand, the west Awbrey site was a beautiful area and unrestricted, although the cost of roads and water would be high. "Teetering," as he was, he was inclined to think Pilot Butte a little too restricted and that as far as area went he would vote for the west Awbrey site. He felt the James property was too far from the area that would use the school; however, he would be willing to go out and take another look at it. Mr. Panner remarked that the Pilot Butte property was the most valuable property and Mr. Miller agreed with this.

Mr. Park said there would be no advantage to this if they had to pay "through the nose" for every bit of land needed later on for expansion.

Mr. Panner said that was what caused him to lean slightly toward the west slope of Awbrey.

minutes  
June 13, 1962

Mr. Robert Wilmsen said that all three sites were good and superior to anything they had in the Willamette Valley. He said his preference was the west Awbrey site. He said the Pilot Butte site was too restricted as to space, view, etc. He remarked that in a few years it would be in an old residential section. He said it would be impossible to restore the scar to its natural state. He said if the Board were actually concerned with just the next few years it was the cheapest way out, but it was a "short-run" building site and that we would regret it in the long run. He said the James site was good. It was level and had a tremendous view, but he realized it was four miles out.

Dr. Pence reminded the Board that he had been looking for building sites for a long time--had found several and discarded them as better ones turned up. He said because of unavoidable delay on the west Awbrey site we had already lost the opportunity to have the forest service research building on the campus. However, he felt sure there would be other opportunities if this site were chosen to have state and federal agencies come in. He reminded the Board that when the government was through with a building it was left and could be obtained by the College cheaply or possibly at no cost.

Mr. Wilmsen remarked that as far as roads were concerned, there would be no difference in cost whether the site chosen was Pilot Butte or west Awbrey and if anything, the Awbrey site would be slightly cheaper because of a more gradual slope.

Mr. Panner felt that with these opinions, most of them favoring west Awbrey, and with the architect's opinion and the engineers' reports favoring same, the Board should go ahead and try to clear up all remaining problems concerning this site in the next two weeks.

Mr. Panner felt that since Mr. Chandler and Mr. Miller had personal feelings concerning both Pilot Butte and Awbrey sites they should both refrain from voting on the final selection. He asked Dr. Pence to work with Mr. Moore to clear title to some land between campus site and Shevlin Road. He said he would continue working with Mr. Vandever and the motorcycle club. Mr. Park felt we should get some firm commitments in writing from Mr. Coats. Mr. Panner said he intended to and would like to have Mr. Park work with him when they got to that stage.

At this point, Mr. Chandler announced that he must leave.

Mr. Park asked if the Board thought they should look more deeply into the James property. Mr. Shelk said it was too far out, had a water problem and, therefore, no fire protection.

Mr. McRae said he thought the College had to be within the city limits of Bend.

The site discussion was terminated so as to conduct further business before the Board.

Central Oregon Area Education District

Minutes, Regular Meeting (*Excerpts*)

July 11, 1962

The regular meeting of the Central Oregon Area District was held July 11 in the Bend Senior High School library, 7:00 P.M., standard time. Board members present were as follows: Owen Panner, Chairman; William Robinson, Vice-Chairman; Richard McRae; Stuart Shelk; Robert Chandler; Rupert Park and William Miller. Also present were: Don Pence, Clerk; Boyd Overhulse, attorney and Dorothy Kellogg, secretary. Guests: Mr. and Mrs. Robert Coats, Dennis Marvin, attorney and Gordon McKay.

Invocation was given by Rupert Park.

Chairman Panner reversed the order of the agenda by putting the site discussion first for the benefit of Mr. and Mrs. Robert Coats who were there for that purpose.

Mr. Panner brought the Board up to date on what had transpired concerning transactions related to the west Awbrey site. He informed the Board that the Cascade Motorcycle Club had agreed to authorize the deeding of 40 acres to the College upon the conditions that they receive 40 acres from Mr. Coats following an exchange of 40 acres between Mr. Coats and Deschutes County for their track, and that Mr. Coats build them a racetrack, a clubhouse and a road into the clubhouse. This, Mr. Coats has agreed to do. Mr. Coats also agreed to an additional exchange of 10 acres with Deschutes County to clear a southwest access to the property. Mr. Panner said Mrs. Elaine Mooers was in no position to donate, but she indicated a willingness to work out an option at \$150 an acre for a couple of years, which would give the College time to acquire up to 10 acres of adjoining land if it was needed. Mr. Moore of Midstate Hardware refused to consider any donations. Mr. Jack Vandever indicated a willingness to take \$16,000 for 25 acres and to deed the rest of his 35 acres to the College as a donation, valued at \$10,000.

Before discussion on the site was continued Mr. Chandler moved that the Board resolve itself into an executive meeting for the discussion of certain personnel matters which he felt were important. After some discussion against this motion it was seconded by Mr. Shelk. The motion carried. The guests agreed to take a coffee break and the clerk and secretary were requested to leave the meeting at this point. When the regular meeting was resumed, Chairman Panner asked that the minutes make note of the fact that an executive session was held and no action was taken.

Discussion on the site was continued. Mr. Dennis Marvin, attorney, was spokesman for Mr. and Mrs. Coats. He referred to the letter written by Mr. Coats that is in Mr. Panner's possession and said they had little to add to it.



903

32

Minutes, July 11, 1962

Mr. Panner said he thought the Coats' had made the College a wonderful offer and that it represented a substantial and valuable piece of property.

Water lines to the first building were discussed and Mr. Miller reported that it was the unanimous vote of the City Commission to put water to the College whether it be located at the Pilot Butte site or the west Awbrey site.

Mr. Coats suggested that the Board have an engineer stake out the boundary lines on the west Awbrey site so that they could see what was included. It was decided to ask Mr. Hudson to do this as soon as possible.

There was more discussion as to whether the College needed as much land as was contemplated. Several felt that it did not. Dr. Pence stated that the minimum amount of land needed was 100 acres per 1000 students, according to junior college studies.

Mr. Panner said he would like to have the site situation resolved at this time if at all possible.

Mr. Park moved that the Board accept Mr. Coats' offer of 130 acres as outlined as a site for the College, without cost to the College, the details to be worked out far enough in advance so as to not lose the land.

Mr. Chandler felt the Board should have more information on the Pilot Butte site before making a decision. There was more discussion as to how many students the school would have, etc. Mr. Shelk said he did not think the school would be as large as the board thought and it was his opinion that the Pilot Butte site was the best site and perfectly adequate. Mr. Panner asked him if he needed more information concerning the Pilot Butte site and Mr. Shelk said he did not. Mr. Panner said the Board was ready to make a decision right now.

Mr. McIlroe seconded Mr. Park's motion that the Board accept Mr. Coats' offer of land. The motion was put to a vote and failed.

It was decided that the Board would meet again on the 19th day of July. They will meet at 10 A.M. at Mr. Panner's office and from there will make a tour of both sites and end with a luncheon meeting at which they will make a final decision.

Mr. Chandler announced he had made arrangements to sell his property at the Pilot Butte site so that he would not be personally involved. He then asked that the following questions be answered in writing before the Thursday meeting:

1. How many students do we plan to have in this institution, at any one time, using the facilities; how much parking space would be needed at any one time at the time we open in September, and for ten years thereafter?

Minutes, July 11, 1962

2. How do we plan to continue use of the gym and on what basis?
3. How do we plan to use the high school auditorium and on what basis?
4. How long do we plan to rent space downtown for shop purposes?
5. How much travel back and forth is there going to be during this period?
6. Would like an explanation from Dr. Minear as to how the \$400,000 is to be spent over the next ten years.
7. Would like to know from Wendell Van Loan what sort of site project they have and how many acres.
8. Would like to know the site experience of these other schools that have been organized in this state, such as: Clatsop, Pendleton and Ontario.

Mr. Chandler was asked if he felt the Board should get a commitment on the Pilot Butte site. Mr. Chandler did not feel there was any need at present; if there was need later, it could be done then.

The site discussion was left at this point because of the lateness of the evening and in order to take care of other business.

The minutes of the regular meeting of June 13 were approved after the following corrections: Mr. Miller would donate a strip of "land" for a buffer strip rather than a "road." Mr. Park's name was left off the committee to study insurance rates and is to be added.

Mr. Robert M. Tarleton was approved as a replacement for Mr. Ted Gibbons who is to be on leave next year, at a salary of \$7,025.00, on a one-year basis, to teach English Composition, remedial English and reading, as well as writing communications in the School of Applied Arts and Sciences.

Several of the board members wished to go on record that they would be looking very carefully into each instructor's character and political leanings (whether too liberal or communistic) as he was hired. Mr. Robinson said the Constitution of the United States guaranteed these people "free speech" but it did not guarantee them "a job in Central Oregon College." Dr. Pence stated that he always went into each instructor's record very carefully and if there was any doubt on his part he always made a telephone call to a former employer. Mr. Park asked that he make such a call regarding Mr. Tarleton.

Banking Policy. It was designated by the Board that three banks in the area: the First National, Bend Branch; the United States National, Bend Branch and the Bank of Central Oregon be the depositories for the college funds. This first year the general account will go to the First National, the

auxiliary accounts to the United States National and the payroll to the Bank of Central Oregon. The accounts will be rotated annually, with the First National getting the payroll the following year, etc.

10 34  
Central Oregon Area Education District

Minutes, Adjourned Meeting (total)

July 19, 1962

The Central Oregon Area Education District Board met in an adjourned meeting in Mr. Panner's Office at 10 A.M. for a tour of the areas. Following the tour a regular business session was held at West's Coffee Shop in Bend, at 2:00 P.M., daylight time, July 19, for further discussion of the sites being considered for the location of the College.

Mr. William Hudson, civil engineer, accompanied the Board and pointed out property boundaries.

The Board had in hand the written report compiled by Dr. Pence in answer to questions asked by Mr. Chandler at the July 11 meeting.

Present for the meeting were: Owen Panner, Chairman; William Robinson, Vice-Chairman; Stuart Shielk; Rupert Park; William Miller; Richard McRae; Don Pence, President-Clerk and Dorothy Kellogg, secretary. Not present were: Robert Chandler, who sent a letter explaining his absence (said letter to become a part of the official record), and Boyd Overhulse, attorney for the Board. Mr. Percy Drost, Bend City Water Department, was present for part of the meeting.

There was some discussion as to the feasibility of a direct water line to the Ambrey Butte site from Overturf Butte rather than from the West Hills line. Mr. Drost stated that from the City's point of view it would be more feasible.

Mr. Panner felt these details could all be worked out later and that it would be best to choose a site and work the details out afterwards, rather than trying to do it beforehand.



1603 35  
Minutes, July 19, 1962

Mr. Park said that he had gone over all information concerning the two favored sites quite carefully and he would like to make the following motion:

"I do move at this time, that this Board approve as a first choice of sites the land offer heretofore offered, and as I understand it now re-instated, of Mr. Coats', which would be the sum of 130 acres, on the condition that Mr. Coats give the land as outlined for the particular lands necessary to the College (three forties plus ten acres of land currently owned by the county), subject to the ability of the City of Bend and Mr. Coats and this Board to work out the water problem."

Mr. Richard McRae seconded the motion. There was some discussion and

Mr. William Robinson made the following statement for the record: "I am pretty much in accord with Rudy's motion. There are wonderful merits and features to both of these sites. Neither is better than the other. The reason I favor Mr. Park's motion is (1) that criticism of drawing the criteria, notwithstanding, the bulk of the engineering opinion favored the Awbrey site and (2) criticism of other criteria, notwithstanding, I still think we owe it to ourselves and the College to take not less than 100 acres which I feel is necessary to a community college."

The motion to accept the offer of the west Awbrey site was voted on three to one with Mr. Miller abstaining. The motion carried.

Dr. Pence brought up the matter of a float sponsored by the College for the Water Pageant and the fairs, and was instructed to go ahead if it could be done with no expense.

A tuition differential was again discussed and Dr. Pence was asked by the Board to work out a projection schedule by zones of beyond 15 miles, 30 miles and 50 miles, and present it at the next regular meeting, August 8. Motion amended to permit Dr. Pence to poll the Board by mail on this question.

Meeting was adjourned.

11  
BEND CITY COMMISSION

36  
Regular Meeting  
Bend City Commission  
August 1, 1962

A regular meeting of the Bend City Commission was held at 7:30 p.m., August 1, 1962, in the City Commission room with Mayor Dempsey presiding. Upon roll call the following Commissioners answered present: Jack Dempsey, E. L. Nielsen, W. E. Miller, T. D. Sexton, Paul Reasoner, Richard Carlson and C. J. Rice.

\* \* \* \* \*

A motion was made by Commissioner Nielsen that permission be granted to the Bend Fire Department to provide fire fighting equipment to the College site as Mr. Carlson had described it. This motion was seconded by Commissioner Reasoner.

Commissioner Miller asked if the Pilot Butte site which was considered as the second choice of the College Board is covered by fire fighting contract from the rural fire protection district. Mr. Carlson said that all of the other sites which had been considered are covered by fire fighting agreements, however, in case another site is selected this agreement which he had requested between the City and the College would be terminated.

Thereupon the motion made by Commissioner Nielsen was unanimously approved.

\*\*\*\*\*

The next matter to be considered was the cost estimate as prepared by Mr. Drost for the water line into the new college site. Mr. Drost stated that he had re-figured the cost of the line and gave the following quotation:

Transmission line	\$42,896.00
Branch line	8,935.00
Pumping station	10,000.00
Reservoir	<u>40,000.00</u>

Total \$101,831.00

In the discussion which followed there were questions about the policy concerning developers paying a share to hook on to this line and it was the feeling of the City Attorney that this would have to be decided at the time any developers made application in the future. Commissioner Miller called attention to the difference between this quotation and the one which had been given at the last meeting for the water extension to the sites at West Hills Addition area and it was pointed out by Commissioner Reasoner that Mr. Coats, who had offered to allow the City to use the West Hills Addition line, had withdrawn this offer because of additional expenses he had been put to in providing an area for the motorcycle club and a club house for this group in order to obtain the land they were giving to the College. Commissioner Miller stated that he had reported to the College Board an estimate of \$48,000 and he felt he must tell the College Board of these new estimates because they had made their decision after this first figure had been given them. Commissioner Reasoner then made a motion that the City give tentative approval to Mr. Drost's recommendation as presented. This motion was seconded by Commissioner Nielsen. The vote on the motion was six in favor, with Commissioner Miller abstaining from a vote.

The foregoing is an excerpt from the minutes of the Bend City Commission as identified.

John P. ... Recorder.

12  
37  
CENTRAL OREGON COLLEGE

A COMMUNITY COLLEGE SERVING CENTRAL OREGON

BEND, OREGON

Dear Graduate:

This letter is to announce to you what will, in effect, be a reduction in tuition charges at Central Oregon College for those persons living within the college district, but whose residence is over 15 miles from the campus.

As a resident of the Central Oregon Area Education District you are entitled to certain advantages, and the college Board of Education is making every possible effort to equalize educational opportunity within the district and to give you an opportunity to receive a high-quality college education at a lower cost than you could possibly secure it elsewhere.

If your permanent residence is 15 miles or over from the college campus, you will receive a \$30 per year (\$10 per term) credit on your tuition payment; if your residence is between 30 and 50 miles from the campus, you will receive a \$60 per year (\$20 per term) credit and if your residence is 50 miles or over, you will receive a \$90 per year (\$30 per term) credit. The basic tuition rate for Central Oregon College students, which will now apply only to those within a 15-mile radius of the campus, is \$240 per year, or \$80 per term. This basic rate, then, is lower than the four-year colleges. The three teachers' colleges will be charging \$264 per year and U. of O., O.S.U. and Portland State will be charging \$300.

This action by the Board simply means that a person residing in the outer areas of the Central Oregon Area Education District will pay just one-half the amount in fees that he would to attend one of the senior institutions. This \$90 credit is applicable whether a student commutes or establishes his school residence in Bend for the term. This action is in keeping with one of the major purposes of the community colleges, which is: to make educational opportunity more readily available and at a much lower cost than it might be secured elsewhere. Another strong point of the community college is its emphasis upon small classes where students may have a greater opportunity for contact with their instructors and this is a better foundation for later academic work.

If you have not already made up your mind to attend Central Oregon College this fall, we urge you to consider these financial and academic features. The College offers at least one year of lower-division college work in every conceivable curricula and two years in most areas of study.

You should contact Mr. Charles Wacker, registrar, for applications for admission if you have not already done so. Mr. Roy Sailer will be glad to help you with board and rooming arrangements, as well as assist you with securing part-time work if you desire.

Remember, Central Oregon College is YOUR school; take advantage of its offerings!

Sincerely yours,

*Don P. Pence*  
Don P. Pence  
President

August 9, 1962



## Central Oregon Area Education District

## Minutes, Regular Meeting (Exempt)

October 10, 1962

Mr. Orval Hansen, Head Librarian for the College, was presented to the Board by Dr. Pence and he gave a brief history of the College library and discussed a list of periodicals being received by the College library. Open discussion followed and Mr. Hansen was asked a number of questions concerning the type and content of some of the periodicals. Mr. Hansen also explained requirements of a library for a college that was seeking accreditation.

There was a short recess at this point and the Board was invited to visit the College cafeteria and be treated to coffee by Dr. Pence.

When the meeting was resumed Dr. Pence was asked to draft a statement of policy concerning materials that are put on the library shelves. Dr. Pence agreed to do this with Mr. Hansen's help and to present such a policy statement at the next meeting.

Mr. Park, chairman of the site committee, reported that a deed to the original Coats' Forty was in the possession of the College and that the other deeds had been placed in escrow; also that the College had an oral promise from Mrs. Elaine Mooers for an option to buy her 10-acre plot for \$1500. Mr. Park reported that there was also in the College's possession an agreement between Mr. Coats and the City for a reservoir on Overturf Butte. Said agreement is a part of the Clerk's permanent file.

The following resolution was drafted by Mr. Panner and it was moved by Mr. Chandler and seconded by Mr. Park that this resolution be adopted. Motion passed unanimously.

## RESOLUTION

Resolved that the gift of the NE  $\frac{1}{4}$ , Section 25, T.17S, R.11 E.W.M., Deschutes County, Oregon, from Mr. and Mrs. Robert Coats be accepted and deed be recorded.

Resolved that in consideration of the gift of this land and commitment by the Coats' to give to the College an additional 80 acres for which the deeds are in escrow, the site for C.O.C. be designated as follows:

The N E of the S E, the S E of the S E, the N W of the S E, the N E  $\frac{1}{4}$  of the S W of the S E and the S E  $\frac{1}{4}$  of the S W of the S E of Section 25, T 17 S, R. 11, E.W.M.

Resolved that the gift of a 5-acre tract from Dr. J. C. Vandever be accepted and deed recorded and that such land be included in the College site. This 5-acre tract is described as follows:

A tract of land located in the N W  $\frac{1}{4}$  S W  $\frac{1}{4}$  of Section 30 T, 17 S. R. 12 E.W.M. More particularly described as follows, to-wit:

130 38  
Beginning at a point known as B<sub>1</sub> whence the W<sub>1</sub>  
corner of said Section 30 bears North 1033.73 feet  
and West 1025.05 feet; thence N. 0° 16' 35" W.  
534.09 ft. to the N E corner of said tract; thence  
West 405.43 feet to the N W corner of said tract;  
thence South 534.09 feet to the S W corner of said  
tract; thence East 408 feet to the S E corner of  
said tract which is the point of beginning. This  
tract contains 5 acres more or less.

Resolved that a signed copy of the letter of 10/10/62 from Mr. and Mrs. Coats to the Bend Abstract Company be affixed to these minutes to detail the schedule of dates upon which the District will receive the deeds to the S E of the S E. (Now divided into four 10-acre parcels to be given over a four-year period - 1964-1967 inclusive.)

Resolved that the Board hereby extend its sincere appreciation to the City of Bend, to Deschutes County, to Mr. and Mrs. Robert Coats, to Dr. J. C. Vandever, and to the Cascade Motorcycle Club for the contributions and assistance given in obtaining a site, and that appropriate letters be written.

Mr. Chandler asked a number of questions concerning the desirability of acquiring the 10 acres from Mrs. Elaine Mooers. The questions having been answered to his satisfaction, he then announced that he was making an offer of this land as a gift to the College for a memorial to Mr. Robert Sawyer, former owner and publisher of the Bend Bulletin. He said it would take a couple of years to clear up all the details connected with the offer.

Mr. Park moved that Mr. Chandler's offer be accepted and Mr. Shelk seconded the motion. Motion passed unanimously.

Mr. Park expressed the appreciation of the Board to Don Pence, Owen Panmer, Mr. and Mrs. Coats, the engineering committee, all other members of the Board and Dennis Marvin for all the various parts played in the choosing of the site and the resolving of the problems connected with the choice. He said it had been a long, difficult and trying time for everyone concerned.

Dr. Pence was asked to write a letter of appreciation to Mr. Dennis Marvin, whose time was given without charge as a donation to the College. It was also suggested by Mr. Miller that letters of appreciation be written to all individuals who offered sites to the College and that the Highway Department be notified that a final choice had been made as to site.

Dr. Pence at this time presented his "Ten-Year Projection" to the Board for its approval. He explained that this projection had been accomplished under great pressure and with less than two weeks' time to complete the job in that it had to be completely redone because of a change of requirements on the part of the state. It was explained to the Board that the projection did not commit the Board to anything unalterable in the way of future policy of the College, philosophy, or even where buildings were placed on the campus. It is a tentative plan to be presented to the state

Minutes, Oct. 10, 1962  
Page 4

so that the College would be allowed the money for this project.

Mr. Chandler said that in view of the "lateness of the hour" he moved that the Board approve this with the suggested addition to the Statement of Dedication and Philosophy (concerning future policy of the College with respect to types of government being taught in an objective manner) and with the understanding that approval of the plan did not necessarily mean complete agreement of all board members with the plan. Mr. Shelk seconded the motion and the motion passed unanimously.

This ten-year projection is to be presented to the State Board at its meeting on the 2nd of November in Astoria. Mr. McRae agreed to accompany Dr. Pence upon Dr. Pence's request that a board member, or members, accompany him to this meeting if at all possible.

Dr. Pence mentioned that the College was planning to bring in Jester Harston, a negro choral director, to direct a choral festival consisting of all Central Oregon High School choirs.

~~There being no further business, the meeting was adjourned.~~

Note: the offer by Mr. Chandler to buy & give the Moores Property to the college was not consummated. [the college & the C.O.C. Foundation later paid him \$1500. to buy the 10 acres for the college.]



40

14  
Central Oregon Area Education District

Minutes, Regular Meeting (EXcerpts)

December 12, 1962

The Central Oregon Area Education District Board met in a regular meeting December 12, 1962, in the Bend Senior High School library, at 7:00 P.M. Members present were: Owen Panner, Chairman; William Robinson, Vice Chairman; Richard McRae; Stuart Shelk; Rupert Park; William Miller; Robert Chandler; Don Pence, President-Clerk; Boyd Overhulse, attorney for the Board; and Dorothy Kellogg, secretary. Guests were: Mr. Robert Wilmsen and Mr. Gary Michaels, architects; Mr. Robert Coats; and Dr. Orde Pinckney, Dean of the School of Liberal Arts and Sciences, Central Oregon College.

The meeting was opened by the Chairman and Mr. Rupert Park gave the invocation.

The minutes of the October 10th regular meeting were approved with the following corrections: In the first paragraph of the Resolution it should read "Resolved that the gift of the N E  $\frac{1}{4}$  of the S E  $\frac{1}{4}$ , Section 25. . . ." and the description in the second paragraph should read "The N E  $\frac{1}{4}$  of the S E  $\frac{1}{4}$ , the S E  $\frac{1}{4}$  of the S E  $\frac{1}{4}$ , the N W  $\frac{1}{4}$  of the S E  $\frac{1}{4}$ , the N E  $\frac{1}{4}$  of the S W  $\frac{1}{4}$  of the S E  $\frac{1}{4}$  and the S E  $\frac{1}{4}$  of the S W  $\frac{1}{4}$  of the S E  $\frac{1}{4}$  of Section 25, T 17 S, R. 11, E.W.M."

At this point, Chairman Panner gave the architects, Mr. Wilmsen and Mr. Michaels, the floor. They explained their drawings of the long-range, master plan and they asked the Board to give them a vote of confidence so that they might know they were heading in the right general direction. Mr. Miller moved and Mr. Park seconded that the architects have Chickering Aerial Photography Company make an aerial photo of the entire area immediately. This motion passed unanimously. After considerable discussion concerning the exposures of the various buildings - particularly the western exposure - Mr. McRae moved and Mr. Miller seconded that the Board give their approval to the master plan thus far. This motion passed unanimously. It was agreed that the architect would bring tentative plans to the next Board meeting of the first two buildings. They will present a detailed cost breakdown by trades before they go into detailed drawings. Mr. Robert Coats objected to the types of buildings that had been presented, feeling that they should be of brick or native stone rather than wood. However, it was explained that since

the Board was limited to \$15.00 a square foot, wood was the most economical and it was the feeling of the architects that the Board would not be disappointed in the buildings that were planned and that they were not going to deface the site in any way. Mr. Wilmsen said that the Board had the final decision; they could approve or disapprove the plans after they were inspected.

143

41

Mr. Coats announced that he was ready to donate 20 more acres to the College of a specific section known to the Board as the "amphitheater." Mr. Panner warmly thanked Mr. Coats on behalf of the Board for this new gift of land. Dr. Pence mentioned that Mr. Coats had also made a donation of an 80' right-of-way through property adjoining the campus for an access road; that Mr. George Stokoe had done likewise, and that this, along with the present 80' right-of-way within the campus is being deeded to Deschutes County. The end result of this will make the College a 40' paved road on an 80' right-of-way from the Shevlin Park road clear through the campus. This access road crosses an extended Portland Avenue and efforts are now being made to secure an 80' right-of-way through the entire length of Portland Avenue and to pave this also.

Mr. Panner told the Board that one of the commitments made to the Cascade Motorcycle Club was a new clubhouse and track, and a road into the clubhouse. This was to have been Mr. Coats' responsibility, but he had withdrawn that part of the offer and now the College was committed to build this building. It was thought that the COC Foundation might take on this responsibility, but in any case it was felt that it could be built one way or another. Mr. Panner also mentioned that it might be possible to interest one of the service clubs in the project. He estimated the cost at approximately \$2,000.

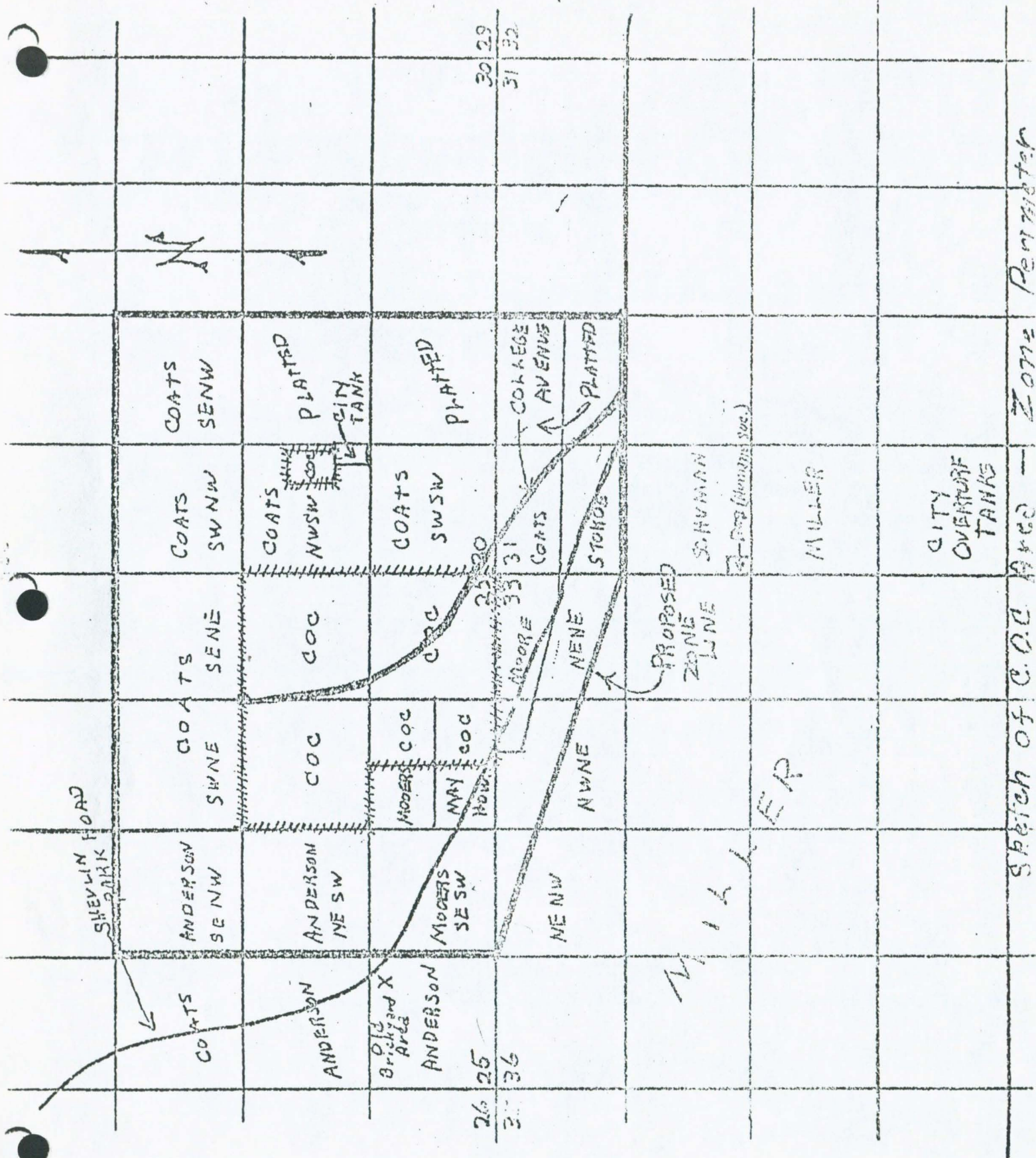
Mr. McRae reported on the Astoria meeting of the State Board of Education and on the progress of the formation of a state association of community colleges. He said that the 10-year plan, as presented by Dr. Pence, was very well received and highly complimented by the State Board, but that not very much was accomplished on the formation of a state association for community colleges. However, he was pleased to have been privileged to attend such a meeting as it had been very enlightening for him, and he felt that everyone should have such an opportunity.

Dr. Pence reported on the Northwest Association of Junior Colleges' conference in Salt Lake City which he and Dr. Pinckney attended and also the conference of the Northwest Association of Secondary and Higher Schools held at the same place and time. He said that Professor Kerr, executive secretary of the Northwest Association of Secondary and Higher Schools, had advised that the College wait until they had moved most of the student body to the new campus before making application for accreditation.

Dr. Pinckney presented a report to the Board on administrative codes and explained that they were not new to COC, having been in use for the past six or seven years. He explained that there was a great desire on the part of the COC staff to avoid certification because it was felt that certification was limiting due to the fact that the instructor would seek the level of the minimum rather than going beyond it, and that the minimum was not high enough.



15





Central Oregon College

Proposed Residential Zoned Perimeter Area

Section 25 - 17 - 11 All of the SE  $\frac{1}{4}$   
East  $\frac{1}{2}$  of the SW  $\frac{1}{4}$   
SE  $\frac{1}{4}$  NW  $\frac{1}{4}$   
SW  $\frac{1}{4}$  NE  $\frac{1}{4}$   
SE  $\frac{1}{4}$  NE  $\frac{1}{4}$

Section 36 - 17 - 11 A portion of the N  $\frac{1}{2}$  of the NE  $\frac{1}{4}$  and a portion of the NE  $\frac{1}{4}$  NW  $\frac{1}{4}$  described as follows, to-wit:  
Beginning at the NE corner of the said Section 36 T. 17 S. R. 11 E. ; thence Southerly along the East sideline of said Section 36 to the SE corner of the NE  $\frac{1}{4}$  NE  $\frac{1}{4}$  ; thence Northwesterly to the NW corner of the NE  $\frac{1}{4}$  NW  $\frac{1}{4}$  of Section 36; thence along the North sideline of said Section 36 Easterly to the NE corner of Section 36 the place of beginning.

Section 30 - 17 - 12 All of the SW  $\frac{1}{4}$   
S  $\frac{1}{2}$  of the NW  $\frac{1}{4}$

Section 31 - 17 - 12 N  $\frac{1}{2}$  of the NW  $\frac{1}{4}$

16 44  
OREGON STATE ASSOCIATION OF COMMUNITY COLLEGES

CONSTITUTION AND BY-LAWS

ADOPTED DECEMBER 19, 1962

I. NAME

The name of this organization shall be THE OREGON STATE ASSOCIATION OF COMMUNITY COLLEGES.

II. PURPOSES

1. To promote a better understanding and greater knowledge of Community Colleges and Technical-Vocational Schools.
2. To strengthen the cause of the Community Colleges and Technical-Vocational Schools in the state by presenting their united opinion to appropriate government agencies.
3. To improve the articulation with other colleges and secondary schools.
4. To stimulate the professional development of the membership.
5. To advance the status, prestige, and welfare of the membership.

III. SECTIONS

There will be four sections of the Association:

1. Administrative officers
2. Members of Boards of Education
3. Other staff and faculty members
4. Members of student governing bodies

Each section shall elect three officers: a Chairman, a Vice-Chairman, and a Secretary-Treasurer; these officers shall be the executive committee of that section. Terms of office are for one year, July 1 to July 1.

IV. COMMITTEES

1. Central Coordinating Committee: a committee composed of the officers of sections 1, 2, and 3, with one member-at-large from each of these sections (12 member total). Seven members shall constitute a quorum.

The purpose of this committee is that of coordinating the efforts of the sections of the Association toward specific goals.

The Central Coordinating Committee shall elect four officers: a Chairman, a Vice-Chairman, a Secretary and a Treasurer.

2. Executive Committees: as mentioned in Part III of this constitution.
3. Standing Committees: to be appointed as needed by the officers of each section and by the officers of the Central Coordinating Committee.
4. Nominating Committees: there shall be a Nominating Committee appointed by the chairman of each section upon his accession to office, whose duties shall be to propose candidates for elective offices.

Reports of the Nominating Committees shall be presented to the sectional membership at least one month preceding the annual meeting.

#### V. MEMBERSHIP

1. Institutional: membership shall be open to all institutions operating under Chapter 602 Oregon Laws, upon payment of an institutional fee as established by the Central Coordinating Committee.
2. Individual: All members of an institution holding institutional membership are automatically members of the Association.
3. Associate: any person with an interest in Community College and Technical-Vocational School education may, upon payment of fees established by the Central Coordinating Committee, become a non-voting member of the Association.

#### VI. MEETINGS

There shall be one annual meeting of the state Association held each fiscal year upon the dates set by the Central Coordinating Committee. The annual elections shall be held at the annual meeting. Special meetings may be called by the Central Coordinating Committee, or any of the sectional executive committees.



VII. AMENDMENTS

Amendments to the By-Laws shall be proposed to the Central Coordinating Committee at least thirty days before any regular annual Association meeting. Any proposed amendment must be signed by at least seven members of the Association. The secretary of the Central Coordinating Committee shall send a notice of the proposed amendments to the members of the Association at least two weeks prior to a regular meeting. Amendments to the By-Laws shall be voted upon by ballot at the annual meeting of the Association and shall require a two-thirds majority of voting members present.

VIII. SPONSORED ORGANIZATIONS

The Association shall sponsor a state organization of institutional student governing bodies (No. 4 of Section III) and this organization shall hold one regular annual meeting which may be separate from the regular Association meeting (Nos. 1, 2, and 3 of Section III).

Faculty advisers shall be expected to participate in the affairs of this section in an advisory capacity and report actions taken to the Central Coordinating Committee.

The section of student governing bodies may assess institutional fees to be paid from student funds of member institutions in an amount not to exceed \$25.00 per year.

17

47

POSITION STATEMENT BY THE OREGON STATE ASSOCIATION OF COMMUNITY COLLEGES

Mr. Chairman,

Ladies and Gentlemen of the Senate and House Committees on Education  
of the 1963 Legislative Assembly:

I address you this afternoon as the official representative of the Oregon State Association of Community Colleges. May I thank the joint committees for the invitation to appear before you to represent our state association which is made up of four separate but coordinated groups, namely: students, faculty, boards of education, and chief administrative officers.

Approximately two years ago, representatives of these same, then eight potential college centers, appeared before a similar joint meeting of the education committees, speaking as so many separate and independent operations. We all sincerely sought to work out a reasonable solution, but as a result of approaching it through independent action, we came up with various formulas regarding control and support. Those with strong feelings toward local autonomy supported SB 440, which provided for control by a local area board operating under the supervisory jurisdiction of the State Board of Education, with realistic state support for operating and building funds. Others of us who considered the disadvantage of increased local property tax as greater than the advantages of local autonomy, supported Senator Chapman's SB 72/ calling for 100 per cent state financial assistance with control vested in either the State Board of Education, the State Board of Higher Education under a special division for two-year colleges, or a third State Board created specifically for two-year colleges.

The Senate Committee wrestled with these philosophical concepts for some time while the people at home watched with intense interest as

professional educators, departments, and boards of education with vested interests showed great concern, and prepared philosophical justifications that maintained the status quo in matters of control. It became quite evident that the people at the grass roots, particularly in those areas of our state where higher educational opportunity was in short supply, were anxious to see a reasonable framework established quickly, and preferably one that placed the primary, if not entire, financial responsibility on the general tax base rather than the property tax base. General tax is the traditional tax source for higher education in Oregon, not only for liberal arts and sciences, but most recently, technical education as exemplified in O.T.I.

The Senate Committee on Education settled this philosophical problem by tabling all bills except SB 440. Following this action, we all gave our support to SB 440 and it became law following the 1961 Legislative Assembly, with only 2 dissenting votes in each Chamber. This almost unanimous vote in both Houses was certainly indicative of its popular support.

The people of Oregon, then, on the basis of this statute, acting in good faith, proceeded in 8 areas of our state to formally accept the program by taxing themselves doubly, once through the general fund for this and all other higher education and in addition another assessment on local property to supplement higher education support for the purpose of guaranteeing to themselves and their posterity a greater degree of educational opportunity. Five of these districts are now proceeding under very limited financial means to develop quality institutions of higher education to meet the total educational needs of their areas for two years beyond the high school; and three others to provide outstanding opportunities in technical-vocational and general adult education at a maximum per-student



cost to the general fund of \$433.00.

We of the Oregon State Association of Community Colleges have too much faith in the integrity of this Legislative Assembly to believe that it would pull the rug from under a program of this nature that was offered to, and has been accepted by, the people of this state as shown by their acceptance of the program at the polls, with full knowledge of what it will cost them.

We believe that post-high school education at this period of our national development is not only in the state and national interests, but is essential to our survival.

Having stated this basic premise, we further believe that no particular appropriate curricula of learning, or any economic, social, age, racial, or geographic segment of our population should be discriminated against.

In other words, the state should assume the same obligation, payable in the main from the same general sources, for the education of plumbers, mechanics, practical nurses, and electronic technicians, to name a few, as it does for engineers, teachers, doctors, lawyers, and other professional pursuits.

We believe in the philosophy of the community college and in its comprehensive program and in the influence it can have on the total educational and economic level of Oregon.

We believe it is the most reasonable solution that the state can find to solve the problem of distribution and finance of higher education—both the problem of sufficient classrooms for all who need and or desire further education, and to give the four-year institutions the opportunity to upgrade themselves and do the quality job that they are and should be continually

seeking. Other states have found no alternative to solving the real problems of quality education in the face of unprecedented quantity demands.

We recognize that we must move slowly and if we seem to have popped out all over it is only because we have been kept under cover long past the normal gestation period.

The present law of local control, assuming approval of the philosophy, is good, it is sound, it is well written, and except for a few minor details, none of which should involve decreasing the financial pattern, it should be left alone.

These schools will only be in a position to assist in meeting the challenge of higher education in this state when they are firmly established and this takes time and sufficient money to provide permanent facilities as well as realistic annual operational moneys.

Give us a chance to show what we can do and then judge in the light of that experience. We assure you that you will be pleased with the educational and in due time the economic results.

The Education Committee did its work on community college legislation last session and did it well.

From now on the problem should be one for Ways and Means.

Prepared by Don P. Pence, President,  
Central Oregon College, Chairman of  
Central Coordinating Committee, Oregon  
State Association of Community Colleges

Presented on behalf of the Oregon State Association of Community Colleges at the request of Senator Flegel, Chairman of the Senate Committee.

Member institutions: (operating under O.R.S. Chapter 602)

Blue Mountain College, Pendleton  
Central Oregon College, Bend  
Central Willamette Valley Technical-  
Vocational School, Salem  
Clatsop County College, Astoria

Eugene Technical-Vocational School,  
Eugene  
Portland Community College, Portland  
Southwestern Oregon College, Coos Bay  
Treasure Valley College, Ontario

March 5, 1963

State House, Salem

A Salute to a Central Oregon First!

In the not-too-distant past, due to great enrollment increases in our schools, and because of great changes which have taken place in our social structure along with changes that are constantly taking place within education itself, all too often the student of high ability was neglected. And all too frequently teachers found much of their time devoted to disciplinary problems and non-academic activities rather than teaching. But today more and more schools are instituting honors programs, field trips that broaden the student's knowledge, outdoor camping programs directly related to classroom teaching, and student exchange programs, to name but a few of the supplementary activities which encourage and challenge the student of greater ability.

Now, more than ever before, it is a credit to the administrators of our schools that higher standards are encouraged and endorsed both academically and in extra-curricular activities. As a result of this encouragement and endorsement, parents and other interested members of our communities are aware of the need for greater emphasis on scholarship and true leadership on the part of students.

The result of this new attitude on the part of parents and other citizens is reflected in what is happening this very day in Bend, for today the National Honor Societies of Central Oregon's seven high schools met as a group for the first time, under the sponsorship of Central Oregon College. The primary purpose of the conference is not only to give recognition to these particular students but rather to stimulate all students of high academic ability to continue to achieve in the areas of leadership, scholarship, and citizenship. Another purpose of the conference is to help the people of Central Oregon realize that excellence



in scholarship is something all of us should respect because such achievement carries with it responsibility. In other words, these honor students have an image to maintain and our responsibility is to encourage them to continue to maintain that image.

We who have had a part in planning this first conference for Central Oregon's honor students hope that it can be another means of strengthening the values of scholarship and leadership within our schools. We hope, too, that it will be instrumental in bringing new ideas to the minds of those participating so that they can return to their respective schools with renewed desire to fulfill the goals of the National Honor Society.

We are grateful to Portland State College, which has hosted such a conference as this for the past seven years, for its willingness to share its experiences with us so that our conference today can be a success. We also wish to thank and commend Dr. Don Pence, members of the COC faculty, and the COC board members for the time and effort they have contributed to this first conference for the Central Oregon region. The interest shown by the administrators and advisers in our high schools and their contribution to the program also deserves praise. Indeed, the willingness on the part of all those who have been concerned with this conference reflects their understanding of what the National Honor Society itself has to say in the NHS handbook: "The American way of life is dependent for its continuance upon the manner in which young people of our nation are able and willing to accept the responsibilities to himself, his family, his church, his school, his community, and his country. At the same time, he must understand the relationships which exist between these responsibilities and he must be aware of the obligations that these groups have one to another. There must be a willingness on the part of

our students to meet their responsibilities as citizens in a democratic society. The high school is a social community to the student, in no less a sense than is a town or state to the older citizen."

We salute the honor students of Central Oregon's high schools who today participated in what we hope will be the first of many such conferences. And, too, we salute the members of the Kappa Zeta chapter of COC's Phi Theta Kappa (the national junior college honorary society) who so ably assisted with the program.

The words of E. M. Forster, one of England's most distinguished writers, can best sum up the goal of the conference: "Genuine scholarship is one of the highest successes which our race can achieve. No one is more triumphant than the man who chooses a worthy subject and masters all its facts and the leading facts of the subjects neighboring. He can then do what he likes."

Are not these words a worthy goal for those students whose achievement made this conference a reality? In fact, aren't these words a worthy goal for all students?

/s/ Pauline Caine Shelk  
Co-Chairman, Central Oregon  
College National Honor Society  
Conference, May 14, 1963

Note: (statement by Don Pence relative to this paper) This paper was prepared by Mrs. Shelk and handed to me on the day before the conference. It is too fine a paper to not receive wider distribution and certainly represents the objectives of the conference. Mrs. Shelk's modesty prevented our getting a copy of this to the Bend Bulletin where it might have been used in its entirety. It is, however, something that I certainly want to share with all of you and is a basis from which we can build for the conferences and something that could well be used in the publicity on future conferences.

54

19

Central Oregon Area Education District

Minutes, Regular Meeting (Excerpts)

March 13, 1963

Dr. Pence and board member Rupert Park both reported on happenings at the Legislature. Dr. Pence appeared before the joint Senate and House committees on education Tuesday, March 5, and read a position paper that had been approved for presentation in a meeting of the Oregon State Association of Junior Colleges. Mr. Park and Dr. Pence appeared on Thursday, March 7, before the Senate Education Committee. Mr. Park reported that the committee was in favor of cutting the proposed 15 hours full-time equivalency back to 12 hours per term.

Dr. Pence reported to the Board that the architects were still working on drawings trying to get something ready to present to the State Department. He also reported that the state had been making test holes on the site and had gone down ten feet before hitting solid rock on the highway development.

Dr. Pence reported that the COC Foundation had a total membership of 110 families and 13 organizations and had received \$1495.00 in contributions since the start of the membership drive the first of February.

Chairman Panner reported that he, Mr. Hudson, Dr. Pence and a member of the Cascade Motorcycle Club had inspected their new site and that it was better than the one they had for their purposes. He reported that the club was well pleased

with it. The only problem now is how to get the clubhouse built for them and that he (Chairman Panner) would welcome any suggestions from the Board.

At 8:30 the budget committee convened with all members present except Mr. La Selle Coles of Prineville. Present were: Mr. Millard R. Eakin, Mr. Arthur Carson, Dr. Harold M. Kemple, Mr. Web Loy, Mr. Don Hinman and Mr. Oliver Jones.

Mr. Robert Chandler was unanimously elected chairman of the budget committee. The committee acted to raise the salary base for instructors from \$4500 to \$4600. This was done upon motion by Mr. Loy and seconded by Mr. Miller. Dr. Pence was asked to submit another salary schedule in keeping with this action at the next meeting.

A secretarial salary scale was approved and adopted by motion. Salaries for secretaries to start at \$210, but for each secretary to be paid according to classification and experience.



Central Oregon Area Education District

Minutes, Regular Meeting (Excerpts)

May 8, 1963

Approval was given by the Board for an access road along the west boundary, to be built by the county at no expense to the College, for the purpose of hauling in dirt to be used in the building of the main college road.

Dr. Pence also reported that a lease had been signed for the Carmody building and that the forestry program had been moved in. He reported that the U.S. National Bank had loaned Mr. Carmody money to make improvements on this building and that an inspection of the building had been made by the federal men and that it had passed inspection. Dr. Pence said that five men had withdrawn and that 20 were left in the forestry program.

Dr. Pence stated that the Honor Society Conference program was progressing in a fine manner and that nearly all details had been taken care of. Governor Hatfield is to be the main speaker for the conference.

Mr. William Robinson and Mr. Richard McRae reported that they would plan to be in attendance as representatives from the Board at the Oregon State Association of Community Colleges' first annual conference at Astoria.

It was reported by Dr. Pence that Mr. Robert Chandler had given \$40 for prizes for the library contest and that the two best personal libraries would be on display at the Honor Society Conference on May 14.

Dr. Pence stated that he had written to Representative Stafford Hansell concerning community college bills. He also mentioned that the College commencement exercises would be held June 8 with a dinner preceding the exercises to which all Board members and their wives are invited. Dr. Roland Bartel of the University of Oregon will be speaker for the commencement.

Mr. Robinson, Mr. McRae and Dr. Pence were instructed to check with Dr. Hatton of the State Department while at Astoria to see if the Board could advertise for bids concurrent with the State Department's study of the plans and thus speed up the opening date for bids. If the answer should be in the affirmative, then the District would proceed to advertise for bids.

Report on the Second General Meeting held at the First Annual Conference of the Oregon State Association of Community Colleges, May 10 & 11th, 1963, Astoria, Oregon

Speaker - Professor T.E. Kerr, Executive Secretary of the Northwest Association of Secondary and Higher Schools.

Topic - Guidelines for Preparing a self-study and Application for Institutional Accreditation.

Professor Kerr opened his remarks by saying that accreditation signifies quality, not approval or credits, as is commonly thought, and that accreditation, once granted, is not good forever, as it has been in the past. The maximum period of accreditation is now ten years. The average length of accreditation for a first application has been three years; an extension of three years is sometimes given.

When we think we are ready, we will contact President Chafee of Boise Junior College, who will make a preliminary study and report.

A self-study guide would be available which we would prepare ourselves. This is not a publication geared to community colleges but is a publication which was made specifically for the four year institutions; however, by the time we are ready to apply, there might be a special self-study pamphlet published specifically for community colleges. Primarily covered are the following:

1. Library (Most important)

The use of the books, availability of books to students, and the ordering of the books are very carefully studied.

3. There is also a student section which is studied.

One year later a committee of the Northwest Association of Secondary and Higher Schools would spend approximately two days at C.O.C. making its study. A Chairman would be appointed by the association, and the chairman would then pick seven or eight members from a list of people who are able and qualified to make such a study to fill out the committee. These committee members would be from this general region (Idaho, Washington, Montana, Oregon, and California). Professor Kerr stated

that probably one of these members would be from a four year college; the rest of the committee members would come from various departments of accredited two year community colleges which are similar to C.O.C.

There is no technique which the committee has to use or any action which it must take. The manner in which the study is conducted is up to the committee and its individual members. Undoubtedly, however, the various members would talk to the department heads, look at tests, which have been given in the past by instructors in the committee members' fields, look at past grades given, visit a few classes, check the library to see the selection of books that is available in their particular fields, and determine whether or not the books are being used. Most important is what happens to the graduates of the institution; how do they hold up after they leave the institution? A report would then be prepared and copies made available to all commission members.

The institution being studied would finance this study, which would probably cost around two thousand dollars.

At the annual meeting of the association, whether to accredit an institution or not is voted upon by the entire commission. The local institution is then notified. Professor Kerr stated that it is not wise to apply for accreditation if there is any doubt at all that accreditation might be granted. Some institutions have thought that they had nothing to lose by applying for accreditation, even though they might not be completely ready. This has not been the case, in the past, he said. Several institutions have been many years living down the fact that they were once turned down when they applied for accreditation.

In reply to the question, "What can we do now?" Professor Kerr had the following to say, in order from the most important to the least important:

1. First build a strong faculty.

Professor Kerr stated that in the past it has not been found advisable to have very many full-time high school teachers teaching part time at the college level, nor has it been advisable to have college teachers teaching part time



in the high school. A limited amount of high school teaching might be advisable; however, the commission has preferred to see instructors come to the community colleges right out of college, not via the high school route. In the past, Professor Kerr said, the results have not been too successful in actual practice for a high school teacher to switch to the college. He also mentioned in this regard that a person or persons on the faculty who were not as well prepared as they should be for one reason or another to teach at the community college level should not be fired, indiscriminately or not, in order to up grade the faculty; rather they should be given a chance to make up their deficiencies, whatever they might be.

2. Second, have a balanced curriculum in the school.

3. Third, have an adequate physical plant. Professor Kerr emphasized that this item was not the most important, as some people thought it would be. This summarizes the address given by Professor T. E. Kerr during the Second General Meeting of the First Annual Conference of the Oregon State Association of Community Colleges which I had the privilege of attending as a delegate.

*Don Burd*

Don Burd - (Faculty Representative)

## Central Oregon Area Education District

## Minutes, Regular Meeting (Exerpts)

June 12, 1963

Three members of the Associated Students of COC -- Chris Rhoden, president, Charles deSully, vice-president, and Carol Ratcliff, secretary -- were in attendance to make a suggestion to the Board that the name of Central Oregon College be changed to "College of the Cascades." Chris Rhoden made this suggestion to the Board and said that the majority of the students felt that since the College was transferring to a new location this name change would be appropriate and more descriptive.

There was some discussion among the board members for and against such a change and it was decided that a committee should be appointed for further study. Mr. Robinson, Mr. Park and Mr. Shelk were appointed to serve on this committee.

Mr. McRae reported on the conference of the Oregon State Association of Community Colleges at Astoria on May 10 and 11. He reported that since there were not enough board members present to hold an election of officers that the Board section would have an organizational meeting in Eugene on June 29, 1963 and they will elect officers at that time. He also said that hereafter the board members section would have two meetings a year--one at the annual school board meeting and one at the state association of community colleges conference, and that officers would be elected each year at the annual school board meeting.

Dr. Pence reported on the results of the legislature affecting community colleges. He reported that Senate Bill 34 had been amended by House Education Committee to allow 65 per cent of buildings and equipment rather than the 60 per cent of buildings and equipment as amended by Ways and Means Committee. He also reported that in the second biennium there

would be a boost to 15 hours for a full-time equivalent student from the present 12, which would lower the amount of state support to the community colleges by 20 per cent for operating purposes.

There was considerable discussion concerning the raising of tuition, the final result of which was a motion by Mr. Shelk that in-district tuition be left at \$80 per term; out-of-district, but in-state, tuition at \$90 per term; and out-of-state tuition be raised to \$130 per term. In the same motion the rate of tuition for foreign students not residents of the United States was to be placed at \$90 per term, the same as in-district students' tuition. Mr. Chandler seconded the motion and it passed 4 to 1, with Mr. Park registering a negative vote.

Dr. Pence reported that he, Dr. Pinckney, and Mr. Ryan attended a forestry meeting in Salem and that the result of that meeting was that Central Oregon College was one of three places that will be allowed to continue with the forestry technology program under the Manpower Development and Training Act.

60

23  
Central Oregon Area Education District

Regular Meeting, December 11, 1963 (Excerpts)

Rupert Park reported on the meeting held in Portland recently of Oregon School Boards and School Administrators which he and Dr. Pence attended together. He said that some of the main points he got out of the meeting were: (1) that the board's function in the management cycle is to set policy and develop guides for discretionary action, (2) the administration's function is to develop rules for specific action by the staff to implement board policy, including the instruction of students, (3) that out of this would come not only process reports but, most important to the board, a product report; the process report would have to do with the means for achieving the goals and the product report to see if the goals were being achieved. Mr. Park reported that the community college board section elected officers at the meeting for 1964 as follows: Mr. Ralph McEwen of Blue Mountain College Board as Chairman; Mr. Grant Rinchart, Treasure Valley College Board, Vice Chairman; Arthur Fertig, Clatsop College Board, Secretary; and Richard McRae, Central Oregon College Board, Treasurer.

Dr. Pence reported that he and Dr. Orde Pinckney attended the Northwest Conference on Secondary and Higher Schools and the Northwest Association of Junior Colleges, both meeting in Reno December 2, 3 and 4. He reported that Dr. Pinckney was elected president of the Northwest Association of Junior Colleges for the coming year. He emphasized the importance of continued close contact with the accrediting association. He reported that Dr. Kerr advised them to wait until the college has actually moved to its own campus or is at least assured of the move before making application and inviting the team here for an inspection. The college is expected to pay the expenses of the visiting team and these expenses could amount to one or two thousand dollars. The team would arrive the following fall after an application is made and it would take a full year from the time of the visit to become accredited.

There was some discussion concerning the naming of new college buildings after private citizens and how much money should be donated before such a name was given to a building. It was thought at least 51 per cent of the cost of a building built with private funds should be donated by the person concerned before this could be done, but in the case of state and/or federal matching, 35 per cent of building and equipment costs would be sufficient.

There was some discussion concerning the building of a little theater, or cultural building. Dr. Pence reported that a group of citizens headed by Mrs. Betty Oakley was desirous of raising money for this type of building and they were interested in knowing how much use they could expect from such a building. The Board felt that such a building would be the property of the College and could be used by local groups within the framework of the College, but that no one group could expect exclusive use or consideration.



61

24  
Central Oregon Area Education District

Regular Meeting, December 9, 1964 (Excerpts)

Mrs. Mary Brown of the Redmond Spokesman asked the Board to determine the legality of the Cascade Printing Company to do printing for the College. As she understood the law, if a director on a board owned 5 per cent or more of a company, that company could not bid for school business. She stated that Nancy Chandler, wife of Robert Chandler, owned 30 per cent of the stock in Cascade Printing Co. and that Glenn Cushman owned 33 1/3 per cent in the Cascade Printing Co. and he was an employee of the College. Mrs. Brown asked the Board to have Mr. Overhulse give an opinion on the legality of this.

Mr. Overhulse said the law was quite clear on this and the school could not do business with a firm in which a board member owned more than 5 per cent of the stock. He said someone made the statement at the last board meeting that he thought it could be done up to \$500. Mr. Overhulse said this was not correct; that it was allowed only in cities of less than 5000 population. Mr. Overhulse said that he felt Mrs. Chandler's holdings in Cascade Printing Co. would eliminate that company from competing for college business. However, he said he would check it out further. Bonnita Thomas, editor of the Broadside, was instructed by the Board to go ahead and secure bids and to take their best bid until Mr. Overhulse comes up with an opinion.

Mr. Park reported on the State School Board meeting which was held in Portland. He reported that each school board was asked to have a liaison person from each Board and each Board was requested to pay \$300 towards the salary of Tom Rigby who is Executive Secretary of the Oregon School Boards Association to pay for his services as a lobbyist in the 1965 Legislature.

✓

ALLEGATIONS AND EVIDENCEPresented to the Fact-Finding Committee of the Central Oregon College Faculty

I, Ashleigh E. Brilliant, make the following allegations and submit the following evidence:

1. THAT ON JANUARY 14, 1965, DR. DON PENCE, PRESIDENT OF CENTRAL OREGON COLLEGE, GAVE ME TO UNDERSTAND IN A PRIVATE INTERVIEW THAT I WOULD NOT BE OFFERED A RENEWAL OF MY CONTRACT, AND THAT MY EARLY RESIGNATION WOULD BE APPRECIATED.

Evidence:

- A. The Oregon Daily Emerald of January 20, 1965, reported that, in interview with the Emerald, "Pence said . . . the club was disbanded and Brilliant had been informed that his teaching contract would not be renewed at the end of the year."
- B. Mr. Robert Chandler was a member of the College Board until January 26, 1965. On that day he resigned from the Board and published an editorial in the Bend Bulletin in which he said: "Pence . . . told Brilliant he would not be rehired at the end of the current academic year, and that his early resignation would be welcomed."

2. THAT THIS ACTION WAS TAKEN BY DR. PENCE WITHOUT ANY FORM OF "DUE PROCESS," THAT IS WITHOUT ANY PREVIOUS NOTIFICATION TO ME THAT MY JOB WAS EVEN IN JEOPARDY, WITHOUT ANY FORMAL STATEMENT OF CHARGES, WITHOUT ANY PRODUCTION OF WITNESSES OR EVIDENCE, WITHOUT ANY CHANCE GIVEN TO ME TO APPEAR IN MY OWN DEFENCE.

Evidence: No evidence to the contrary has yet been produced by Dr. Pence or anyone else.

3. THAT DR. PENCE'S ACTION WAS TAKEN AS A DIRECT RESULT OF THE FACT THAT AT THE PARNASSUS SOCIETY MEETING OF JANUARY 11 I HAD PLAYED A RECORD OF ALLEN GINSBERG READING HIS POEM "HOWL," AND THAT I HAD PREVIOUSLY (NOVEMBER 23) READ A WORK OF MY OWN, "UNPOEMED TITLES," TO THE SOCIETY.

Evidence: The Oregon Daily Emerald reported on January 20: "C.O.C. President Donald Pence told the Emerald Tuesday that he had dissolved the Parnassus Society and taken the other action against Brilliant 'as the result of a number of complaints and the decisions reached by a number of faculty members. The question here is . . . just a question of good taste,' Pence said. 'It isn't a matter of words but of the context . . . I had quite a few complaints about these poems.'"

4. THAT ON JANUARY 13, JANUARY 15, JANUARY 20, AND FEBRUARY 2, 1965, DR. PENCE MADE PUBLIC STATEMENTS LIKELY TO BE SEVERELY DAMAGING TO MY PERSONAL AND PROFESSIONAL REPUTATION.

25B 63

Evidence:

- A. The Bend Bulletin of January 14, 1965, referring to the Parnassus Society, quoted Dr. Pence as wishing to inform the College Board (at a public meeting) of "the problems involved in the conducting of the society under its present leader, and of the criticism that was being brought upon the college as a result." The article further stated that "Dr. Pence said he was expressing the concern felt by himself and a number of faculty members relative to the 'image' activities of the society may create for the college."
- B. In the Bend Bulletin of January 15 Dr. Pence was quoted as stating that "certain activities of the society are not in the best interest of the college but are deleterious."
- C. In the Oregon Daily Emerald of January 20, Dr. Pence was quoted as stating: "I had quite a few complaints . . . about his 'dwelling upon sex' in his teaching duties . . . Sometimes we get someone pulling around a group of beatniks and some people don't think this is too good."
- D. In a "Statement on Academic Freedom and College Responsibility" published in the Bend Bulletin on February 3, 1965, which attempted to explain the actions he had taken concerning myself and the Parnassus Society, Dr. Pence implied that I was guilty of "an excessive reliance or over-emphasis on words that are normally offensive and repugnant . . ."

5. THAT THE ABOVE STATEMENTS WERE, AND HAVE REMAINED, UNSUPPORTED BY ANY EVIDENCE.

Evidence:

No specific evidence has yet been produced to show that the Parnassus Society or any of its activities were in any way "deleterious" to the college, that I had ever been guilty of "an excessive reliance or over-emphasis" on "repugnant" words, that I had in any way been "dwelling upon sex" in my teaching duties, that I was in any way associated with "a group of beatniks," or even that Dr. Pence had received "quite a few complaints" about any of these things.

6. THAT THERE IS IN FACT CONSIDERABLE EVIDENCE TO INDICATE THAT THE PARNASSUS SOCIETY WAS IN THE VERY NATURE OF ITS PROGRAMMING MAKING A VALUABLE CONTRIBUTION TO THE COMMUNITY AND THAT MY STUDENTS WERE CONSCIOUS OF NO "OVER-EMPHASIS" UPON ANYTHING IN MY TEACHING.

Evidence:

- A. Since the "dissolution" of the Parnassus Society by Dr. Pence on January 15, a number of people who attended its meetings have come forward to protest this action. See, for example,



25c 64

the letters by A.R. Kauffman (January 21) and Ann Holmquist (February 2) in the Bend Bulletin. Both of these people attended Parnassus frequently. Both were present at the "Howl" meeting. Neither has any connection with the college. See also the editorial in the C.O.C. Bonafide of January 26 by Bonnita Thomas, a student who also attended the "Howl" presentation.

- B. A number of eminent literary critics have gone on record as considering Allen Ginsberg's Howl and Other Poems "a thoroughly serious work of art" . . . "a dignified, sincere, and admirable work of art" . . . "a powerful and artistic expression of a meaningful philosophical attitude," and "one of the most important books of poetry published in the last ten years." (see "The 'Howl Trial', January 26, 1965, extracted from the Evergreen Review, Vol. I No. 4, pp. 145-158, reprinted in A Casebook on the Beat, edited by Thomas Parkinson, 1961.
- C. At the end of the fall term I asked all my students to fill in anonymous evaluation forms of the course and my teaching of it. They were asked to be completely honest, and were told that they could, if they wished, disguise their handwriting. These forms, submitted now in evidence, fail to indicate student awareness of any "over-emphasis." Since no administrator has ever visited any of my classes, these forms constitute the the only first-hand written evidence pertaining to any aspect of my classroom teaching which is presently available.

7. THAT NO OTHER REASON EXISTS WHY THE RENEWAL OF MY CONTRACT SHOULD IN ANY WAY BE IN JEOPARDY.

Evidence:

No other charges have ever even been hinted against me by Dr. Pence. Mr. Chandler's statement in the Bend Bulletin (January 26) that some of my students "complained about a low level of academic accomplishment in his classes" remains unclear in meaning.

8. THAT AS A RESULT OF THE PARNASSUS SITUATION DR. PENCE COMMITTED SEVERAL ACTS OF QUESTIONABLE LEGALITY WHICH INFRINGED UPON MY PROFESSIONAL AND CIVIL DIGNITY AND RIGHTS.

Evidence:

- A. On January 15 Dr. Pence sent me a letter stating (in full) that "In view of the fact that the Parnassus Society was approved by executive action and it now becomes apparent that certain activities and programs of this society are not in the best interests of the college, but are deleterious, I hereby dissolve the society." Note that this letter does not state, as an article in the Bend Bulletin on that same day did state, that the society was being dissolved only insofar as it was an authorized part of the Central Oregon College Program.
- B. The question has not been settled as to whether Dr. Pence had the authority to "dissolve" a body whose membership included many members of the general public not at all connected with the college. Of the 24 people who signed the register at the

"New" presentation on January 11, at least 11 fall into this category (see photocopy of register).

25D

65

- C. Even those people attending who were connected with the college were not attending in their capacities either as students or as teachers, but as private individuals. (This will be evident to anyone who hears the tape-recordings made of the meetings, which are also submitted in evidence.) I myself of course fall into this category, and have been unable to find any evidence that Dr. Pence had any right to "dissolve" a voluntary non-curricular public society.
- D. After receiving the letter of "dissolution" I announced publicly that the Parnassus Society would continue to meet at its regular time (7:30 Monday evening) in my own apartment. (See Bend Bulletin, "Briefs" column, January 18, 1965). One such meeting was held, on January 18. On the following day Dr. Pence sent me (by certified mail) a letter which stated (in full): "I hereby direct you to discontinue your activities in connection with the recently dissolved Parnassus Society, or any other activities of this general nature." It is surely beyond question that he had no authority to issue any such sweeping directive, which of course forced me to discontinue the meetings in my apartment.
- E. On January 26 Dr. Pence sent me a note which read in full:  
"I must ask that you make no further use of school equipment or supplies, including but not limited to, papers and stencils for purposes other than work connected directly with classroom instruction." His reason for sending this was presumably the fact that I had been using the college ditto machine to publish protests against his actions. The order itself is of questionable legality for three reasons:
- (1) It is arbitrary and discriminatory. I know of no other teacher who received such an order. I know, in fact, of one teacher who had used C.O.C. letterhead stationery in writing a personal letter to the Daily Emerald satirizing an editorial in which the Emerald had supported my position in the Parnassus dispute. (See copy of letter from M.K. Browning to Editor, Daily Emerald, January 23, 1965). No similar prohibition was, to my knowledge, imposed upon this teacher.
  - (2) It ignores and slights my position as President of the Faculty Forum, a position which surely entitles the holder to use school equipment and supplies for the purposes of Forum business.
  - (3) It is virtually impossible to obey. As worded, for example, it prohibits me from using the school rest-rooms, and severely limits my use of the school library.

9. THAT TWENTY-TWO MEMBERS OF THE COLLEGE FACULTY, INCLUDING SEVENTEEN WHO BELONG TO THE FACULTY FORUM, THE ORGANIZATION WHICH ESTABLISHED THE FACULTY FINDING COMMITTEE, SIGNED AND PUBLISHED LESS THAN TWO WEEKS LATER AND BEFORE THE COMMITTEE HAD EVEN BEGUN TO CONSIDER THE EVIDENCE IN MY CASE A LETTER MAKING A NUMBER OF UNSUPPORTED CHARGES AGAINST ME.

Evidence: Faculty Forum minutes, Jan. 21, 1965; Bend Bulletin Feb. 2, 1965.

25E 66  
Ashleigh E. Brilliant  
Central Oregon College  
Bend, Oregon 97701  
February 15, 1965.

ADDITIONAL ALLEGATIONS AND EVIDENCE

Presented to the Fact-Finding Committee of the Central Oregon College Faculty

12. THAT A MEMBER OF THE COLLEGE BOARD WHO BY HIS OWN ADMISSION HAD NEVER READ "HOWL" AND HAD READ ONLY CERTAIN LINES OF MY OWN "UNPOEMED TITLES" MADE A PUBLIC STATEMENT ON FEBRUARY 11, 1965, IN WHICH HE REFERRED TO ME IN CONNECTION WITH THESE WORKS IN A MANNER FALSE AND INSULTING AND LIKELY TO BE DAMAGING TO MY PERSONAL AND PROFESSIONAL REPUTATION.

Evidence:

Mr. William C. Robinson is a member of the College Board. He is also Editor and Publisher of the Madras Pioneer. On February 11, 1965, he published an editorial in the Pioneer in which he said: "I have not read 'Howl,' even in its cleaned-up version . . . . I did read a few of the 'Unpoemed Titles,' and I found them crude. I have seen cleverer witticisms penciled on the walls of bus station restrooms." The editorial went on to refer to me as a member of a "minority who relish such exercises in obscenity" and as one guilty of "spouting his questionable literature before an audience assembled in a college classroom." In the same context, Mr. Robinson wrote: "I know what excrement is but I don't think wallowing in it would further my education."



Ashleigh E. Brilliant  
Central Oregon College  
Bend, Oregon 97701  
February 12, 1965.

25 F  
67

FURTHER ALLEGATIONS AND EVIDENCE

Presented to the Fact-Finding Committee of the Central Oregon College Faculty

(Continuation of Allegation No. 4, Evidence):

- E. According to the minutes of the Central Oregon College Area Education District Board meeting of January 13, Dr. Pence stated at that meeting that "The poetry is considered as being in poor taste and Dr. Brilliant refuses to take advice or direction in this matter." This statement, like all the others, has remained completely unsupported by any evidence.
- F. Dr. Pence further stated at the same meeting that he was apprising the Board of the situation "so they would be informed should they hear talk on the streets about Dr. Brilliant and the Parnassus Society."

10. THAT A MEMBER OF THE COLLEGE BOARD INDICATED PUBLICLY HIS WILLINGNESS TO FIRE ME IMMEDIATELY BEFORE I MYSELF WAS EVEN INFORMED THAT MY JOB WAS IN JEOPARDY.

Evidence:

According to the Board minutes of Jan. 13 1965, "... Mr. Panner said he was ready to move that Dr. Brilliant be removed from his job."

11. THAT ON FEB. 10, 1965, DR. PENCE PUBLICLY MADE THE FALSE AND DAMAGING SUGGESTION THAT MY OWN POETRY WAS OF SUCH A NATURE THAT IT COULD NOT BE TRANSMITTED THROUGH THE MAIL.

Evidence:

Bend Bulletin, Feb. 11, 1965: "At the end of the meeting Pence, saying he did not 'want to send this through the Post Office,' gave board members a copy of some of Brilliant's poetry. . ."  
(Mr. Robert Chandler wrote this report, and I have verified with him that these were Dr. Pence's exact words.)

68

26 - x

Central Oregon Area Education District

Regular Meeting, January 13, 1965 (Excerpts)

A letter from board member Robert Chandler was read. The letter stated that he and Mrs. Chandler had disposed of most of their stock in the Cascade Printing Company, thereby making it legal for Central Oregon College to do business with the printing company. This letter is attached to the minutes of this meeting.

Board attorney, Mr. Overhulse, stated that in his opinion "...the ownership of stock 'directly or indirectly' would include ownership by a spouse of a director of more than 5% of the capital stock of a corporation." Entire written opinion is attached to these minutes.

Mr. Overhulse also said that the Associated Student funds were district funds. He said he would look into this further in the District Attorney's office. He said that it was proper for the Associated Students to advertise for bids and contract on their own.

Mr. Chandler stated the Board's only interest in student funds was their obligation to the Student Union. Dr. Pence said the students had no obligation to the Student Union. The District collects \$15,000 from the students in fees and turns \$7500 over to them for their activities, holding back \$7500 to go into the Student Union.

Joe DeMarsh said he would like some clarification on student bills. He will have these ready by next meeting. He said the District could be liable for student bills in some cases. Mr. Overhulse asked his authority for such a statement. Mr. DeMarsh said he had seen companies collect on this basis. It was agreed there would be a report on this next meeting.

The next part of the meeting was turned over to Robert Wilmsen. He reported that Mr. Leagjeld had hired Walt Shores as his job superintendent and that work was going ahead. He said they had taken tests of the cement patches on the union building and that it meets specifications for strength. Said report is attached to these minutes.

Mr. Wilmsen showed the Board plans for a physical education building at an estimated amount of \$440,000. He also showed pictures of dormitories. It was pointed out that state money would not be available for dormitories. They would have to be built with general obligation bonds. After some discussion the Board authorized President Pence to go ahead and negotiate with the Federal Housing and Home Finance Agency for planning funds.

Mr. DeMarsh reported that he had taken a survey during registration and out of 220 students, 101 stated they would use dormitories if we had them. Seventy-seven were from outside Bend.

James Mattox, forestry instructor, gave a report on the forestry program that is conducted under M.D.T.A. He said there were only two other programs like ours in the state. Everything is furnished the students, as well as subsistence pay and mileage for those who wish to go home weekends.

26 B

Dr. Pence presented a new contract for approval on Mr. Pat Ross to the position of business manager, at a new salary figure of \$9,000 on a 12-months' basis.

Mr. McRae moved the contract be accepted at this \$9,000 figure. The motion was seconded and carried with Mr. Chandler registering the only negative vote. The contract salary for the remainder of this fiscal year will be \$3,750. ✓

Dr. Orde Pinckney, Dean of Instruction, gave an academic report on the fall term and the number of students put on probation -- 210 of them. He said after much study all over the nation, the conclusion was the students didn't know how to read. He said COC was setting up a reading clinic and that it was recommended the Board hire a reading specialist. After more discussion concerning other possible reasons for failure of students, Mr. Park moved that Dr. Pence hire a reading specialist to start this program. Motion was seconded and carried. ✓

A \$300 bill was again presented to the Board as CCC's share of salary to be paid Tom Rigby, Executive Secretary of Oregon School Boards Association, as a special assistant to the State Community Association in coordinating information on community colleges. Mr. Park moved that this be paid. Motion seconded.

After discussion, during which Mr. Panner again stated his objections to paying a lobbyist when we didn't know what he was going to lobby for, and Mr. Chandler stated he thought it was a mistake to spend public funds for lobbying purposes, the motion carried with 5 votes in favor, Mr. Chandler voting "no," ✓ and Mr. Panner abstaining.



27

## Central Oregon Area Education District

Regular Meeting, February 10, 1965 (Excerpts)

President Pence read a letter from Robert W. Chandler stating that he was resigning from the College Board, resignation to take effect January 25.

A letter from Leagjeld Construction Co. was presented requesting an extension of thirty days' time on the Student Center due to bad weather during December which prevented their working.

Mr. Park moved that this extension of time be given. Mr. Eakin amended the motion to the effect that the time be granted but that Mr. Leagjeld be urged to attempt to complete the construction by the original date. Motion seconded and carried.

Mr. Robinson moved that the resignation of Robert Chandler be accepted and that a letter of thanks go to him for serving as a board member. Motion seconded and carried.

## Minutes, Regular Meeting, Feb. 10, 1965

Dr. Pence introduced Pat Ross, Central Oregon College's new business manager.

The next order of business was the appointing of a board member to replace Robert Chandler; appointment to be until the annual school election in May. Chairman Miller felt that the person who received the next largest number of votes in the first election of directors when the district was formed should be appointed. Mr. Park said that without any attempt to commit the Board to a policy, he would move that G.W. Oxborrow who did receive the next largest number of votes in that election be appointed until next May 4, annual election. Motion was seconded by Mr. McRae. Motion carried.

28

## Central Oregon Area Education District

Regular Meeting, October 13, 1965 (Excerpts)

Chairman Park presided.

William Robinson gave the invocation.

It was agreed that the routine business matters would be left until the last part of the meeting. The first part of the meeting was turned over to President Pence who gave an overview of past, present, and future projects. He showed pictures of the campus as it would look when completely developed.

He reported that \$1,341,327.00 had currently been spent on the campus through federal, state and local funds, and that gifts from the City, County, and private individuals brought the total valuation of the development to \$1,909,263.75. He also reported that we were not halfway through the building program and now have a total of 878 students with 702 of them in the day program. This is more than had been projected in the 10-year plan for 1972. He said the assessed valuation of the district had increased from \$70,000,000 when the district was first formed to a present assessed valuation of \$108,910,652.85 without timber, and with timber, \$112,483,141.85. This is an increase of approximately one-third.

He mentioned other buildings in future planning such as fine arts center, automotive complex, physical education plant, maintenance buildings, forestry building, dormitories, etc. He said it appears the buildings will need to be much larger than at first planned and would approach about two and a third million dollars.

Mr. DeMarsh gave a report on the student housing problems. He said most of the housing offered in private homes was unsatisfactory in that most of it was too far from the school, especially for girls who do not always have cars. Meals are a problem in some cases and do not always go with the room. Also, much of the housing is unsupervised and parents do not like to put their children in these situations.

Robert Wilmsen, architect, showed sketches of a good many of the above-mentioned buildings to those present.

Mrs. Wilson gave a short summary on the progress of the rose garden. She said she was unable to go any further with it at present until a fence was put up to keep the deer out. She said the American Rose Society is having their convention in Portland next year and plan to come to Bend to see the rose garden, but if there is no fence she could't allow them to come as there wouldn't be any roses to see.

72  
28 B  
Minutes, Regular Meeting, October 13, 1965 (continued)

At this point, Mr. Freberg, a local carpenter, said that in talking with Mr. Robert Chandler he had learned that there was not a member on the Board who knew anything about construction and he wondered if it might not be well to appoint a committee to go over the architect's plans before they were submitted for bid. He suggested that some of what he called "gingerbread" be cut from the plans. Mr. Park said the Board had made a very extensive survey before selecting an architect and that they had interviewed ten or twelve architects before selecting the firm of Wilmsen, Endicott and Unthank, and that the Board had confidence in the firm. Mr. Wilmsen said the Eugene School District had called in such persons as advisers and he had no objection to this. Mr. Panner said he thought Mr. Freberg's suggestion was very worthwhile. He said, however, that the student union was the only building that Mr. Freberg had seen and it was not a fair representation as all other buildings on the campus had been kept to a minimum of \$15 per square foot. The student union, not being paid for with public funds, was in a different category.

Mr. Puddy brought up the question of drop-outs and how they would affect future needs. Mr. DeMarsh answered that dormitories would help greatly in the drop-out situation because many drop-outs were due to not being able to find suitable housing.

Mr. Eakin, chairman of the committee on naming of buildings, presented recommended names as follows:

Building A -- Jefferson Hall  
" B -- DesChutes Hall  
" C -- Ochoco Hall  
" D -- Modoc Hall

It was moved and seconded that these names be accepted. Motion carried.



29

Central Oregon Area Education District

Budget Meeting, March 15, 1966

(Excerpts)

The Board took up the matter of tenure.

Chairman Park said he had a communication from Mr. Panner, who is a member of the committee, that the policy was one with which he was now in agreement.

Mr. McRae, chairman of the committee, asked Dr. Pence if this was a policy with which he could live.

Dr. Pence said he had read it over carefully and had sat in on some of the meetings and that it was one he could approve.

As chairman of the tenure committee, Mr. McRae moved that the policy be adopted. The motion was seconded by Mr. Robinson.

Discussion:

Mr. Eakin felt that the time was not right for a tenure policy. He felt they were being premature in approving such a policy in view of the fact that they were going to the polls with the largest budget yet. He knew that a number of people were against tenure and he said it hurt the passage of the budget. He said for that reason he was going to vote "no."

Mr. McRae felt tenure was necessary from the standpoint of competition in hiring good teachers and he did not think it would affect passage of the budget.

Mr. Robinson felt it had been watered down, but he said if the faculty found it acceptable he couldn't object.

Mr. Park expressed some concern that a certain statement had been removed from the policy and said he would like to see it put back in. Statement as follows: "Granting of tenure is bottomed on treatment of the faculty as a professional group, on a professional level."

Mr. Park moved that the motion to adopt the tenure policy be amended to include this statement. Motion to amend was seconded. Four voted in favor, one voted against the amendment, and one abstained. Motion was amended to include the statement.

In more discussion, Mr. Miller said that he <sup>hasn't as yet been</sup> ~~couldn't be~~ convinced that there should be tenure at Central Oregon College. He said he had never heard of a teacher being unjustly discharged. He said he would have to vote against its adoption.

Chairman Park put the motion to vote. With six board members present, there were 3 votes in favor and 3 against. The motion failed.

It was stated that at a later time it could again be submitted for a vote. A request could be made in advance to have it put on the agenda.

Dr. Pinckney requested that the Board change its policy on offering honor scholarships to the top 5 per cent of the graduating seniors in the area to 10 per cent. He said as it was now, we got very few of these people because they accepted other scholarships. He felt we would pick up more in the second 5 per cent. In discussion, it was the feeling of the Board that it was too much of a gamble. We could give more scholarships than we could afford.

Mr. Robinson finally moved that the College offer 20 tuition-free scholarships to the seniors of the high schools of the district to be selected on the basis of scholarship and pro rated as equitably as possible among the schools; that the tuition-free scholarships also be offered to the seven freshmen presently enjoying their first year at COC to be used in the second year, provided they maintain a grade-point average acceptable to the faculty. Mr. Oxborrow seconded the motion.

Mr. McRae moved to amend the motion to raise the figure to 25 freshmen. Mr. Miller seconded the amendment. The amendment carried. The entire motion was voted on and carried.

It was stated that this was a one-year motion and they would take another look at it next year.

D. E. Smith  
Chairman

ATTEST:

Don P. Pence  
Clerk

Central Oregon Area Education District

Regular Meeting, February 22, 1967 (Commit)

Time: 7:00 P.M.

Place: Library

Present: Chairman Richard McRae; Vice Chairman Millard Eakin; William Miller; G. W. Oxborrow; Owen Panner; Rupert Park; William Robinson; Don Pence, President-Clerk; and Dorothy Kellogg, secretary.

BUDGET MEETING (Entire meeting)

7:30 P.M.

Budget members joining the Board were LaSelle Coles, Fred Christiansen, Harold Kemple, Web Loy, and John Stenkamp. Stuart Shelk and Jerry Warner were not present.

Mr. McRae opened nominations for a Budget Committee chairman.

Mr. Christiansen nominated Mr. LaSelle Coles. Mr. Park moved nominations be closed and a unanimous ballot be cast for Mr. Coles. Motion was seconded and carried.

Mr. Coles declared nominations were open for an official secretary.

Mr. Fred Christiansen was nominated.



It was moved and seconded that nominations be closed and that a unanimous ballot be cast for Mr. Christiansen as secretary. The motion carried.

Dr. Pence spoke in general terms on the budget and passed out several documents for the Board's reference in studying the budget. He stated that one of the major reasons for an unrealistic budget was due to an error in estimating increase of enrollment for this year. We had staffed up for a 15 per cent increase which didn't happen and now we may have to cut back on instruction. He said we would have to take another look at our administrative set-up; possibly setting up a secretarial pool and eliminating a secretary for each office. These are things to be considered.

Mr. Panter felt they should take another look at the salary schedule in the light of the material that Dr. Pence had prepared for the Board, showing how this affected the total salaries of the institution. However, Mr. Panter did feel that professional salaries must be kept up and be competitive with other comparable institutions.

At this time, Dr. Pence called on Division heads to present their budgets and to give the Board opportunity to ask what questions they needed to.

Following this, Mr. Christiansen said that perhaps we needed to re-examine the philosophy of teaching; the areas we need to cover; the breadth of the curriculum, and so forth.

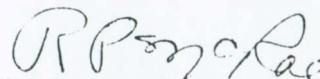
Dr. Pence thought part of the problem was in shifting from a night program to a day program. We ended up with practically no students in the night program yet we were staffed for it.

After all administrators had presented their budgets in turn, Chairman Coles suggested that the budget be cut substantially and that the salary committee meet before the next meeting and take another look at salaries. He said the President is instructed to take a look at the philosophy and to consider putting more students in a class.

The next budget meeting was set for eight o'clock following the regular board meeting at seven o'clock.

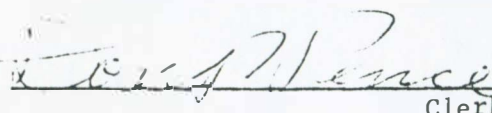
It was agreed that the goal of budget cutting would be to bring the per-student operating costs to between \$1200 and \$1300.

The budget meeting was adjourned.



Chairman

ATTEST:

  
Clerk

31 97

Central Oregon Area Education District

Special Meeting, March 13, 1967 (*Entire minutes*)

Time: 5:00 p.m.

Place: Rupert Park's  
Law Office  
Redmond

Present: Chairman Richard McRae; Vice Chairman Millard Eakin; William Miller; G. W. Oxborrow; Rupert Park; William Robinson; Don Pence, President-Clerk; James Minturn, legal counsel; and Dorothy Kellogg, secretary.

Mr. Panner was not present.

Also present were Dr. Orde Pinckney and Dr. George Zahl.

The special meeting was called pursuant to a waiver of notice signed by all directors of the Board including Mr. Panner who had been duly notified of the meeting.

Dr. Pence explained that instructors who would not be offered contracts had to be notified by the 15th of March and thus the reason for the meeting.

Dr. Pence thanked the Board for the statement they had made in which they expressed their confidence in Dr. Pence and the administration.

In a general discussion of budget problems, Mr. Miller said he would like to see the college go to a 20-1 ratio. He said the teacher load has been too small and that this should be a policy of the College. Dr. Pence said this was the goal but that it would be very hard to attain for the next year.

After some discussion, Mr. Miller moved that we strive for and achieve by 1970 a student ratio of 20-1 and that we will work up to this with 16-1 in 1967-68 and 18-1 in 1968-69. The motion was seconded and carried.

Chairman McRae declared that the meeting would now go into executive session and that the two deans and Mrs. Kellogg were invited to remain along with the Board and the President.

After the executive session was completed Mr. McRae declared the Board back in special meeting.

The following resolution was unanimously adopted by the Board that the following people would not be offered contracts at the expiration of their present contract:

J. David Cunningham  
Tenison F. Haley  
Harold G. Ogden  
Philip Ryan  
Clay Shepard  
James Crowell

William Gunderson  
Charles W. Lentz  
Thomas Means  
H. David Phillips  
Frank W. Burton  
Mr. Leland C. Shepardson (with the stipulation that if he completed 12 hours of summer course work, he would be offered a contract)

It was agreed that the Board would meet again in a special meeting at 6:00 p.m., Tuesday, March 14, in the College Library for further consideration of personnel if further cuts in personnel were necessary to bring the budget in line with the 16-1 required ratio.

The meeting was adjourned.

RPongRae

Chairman

ATTEST:

Don Penee

Clerk



32 79  
Central Oregon Area Education District  
Executive Session  
March 8, 1967

Present: All board members with the exception of Owen Panner.

Philip Ryan  
Glenn Settle  
Clay Shepard  
Pat Ross  
Charles Wacker  
Dr. Pinckney  
Dr. Zahl  
Mrs. Shambaugh  
Dr. Balderstone  
George Gilchrist (Student Body President)  
Craig Nowland (Student Body Vice President)  
President Pence  
Mrs. Kellogg (Secretary to the President)

Representatives of the Press

Clay Shepard: The charges come in two packages. (Passed out copies to each member of the Board.)

Chairman McRae: Are these charges the same as presented before the Faculty Forum?

Shepard: These charges were reviewed by the Faculty Senate and were not presented to the Faculty Forum. As I recall, the Senate voted 8-1 to present these charges. (See attached list of Items.)

Chairman McRae: That concludes the presentation. Any remarks by the Board?

Park: As a matter of philosophy, I would like to ask what role you conceive the faculty plays, as well as the Administration and the Board, in the matter of selection of staff, teaching faculty, and others.

Shepard: The Faculty Affairs Committee is a major committee. There are a number of subcommittees included. Among these committees is a Promotions Committee. This Promotions Committee has detailed the various procedures, a copy of which has not yet been submitted to the Board.

Park: What is the essence of this?

Shepard: In essence, the proposal presumes that the members within each division should have a role in the selection of additional staff who will be teaching with them in the division.

Park: What is that role.

Shepard: I would say a "say-so" in examining the credentials of the individual prior to and when being hired and making a recommendation to the division chairman.

Park: And if the division chairman is not in agreement. What do you conceive the role of this committee will be?

Shepard: The proposal has not been passed on to you and I am recalling from memory and you are picking at details.

Park: Do you consider veto when you say "say-so"?

Shepard: The division chairman does have the right to have a veto on faculty and these are passed on up the line to the Board.

Park: It appears that certain recommendations were made by the Faculty Forum and that these recommendations were rejected by the administration.

Shepard: I don't think it says that.

Park: You objected in one -- on page 2 of your examples -- in "d", "the president shall appoint such standing committees as the Curriculum Committee and the committee was not legitimized."

Shepard: We have received no notice of the recognizing of this committee.

Miller: Has the faculty ever tried to bring their recommendations to the Board in a better way?

Shepard: Yes. Vance Peavy, Bob Maxwell, Bob Johnson and Mr. Gibbons had occasion to talk with Mr. Park. Our concern is that we have heard nothing on these concerns.

Miller: According to the ethics of the Board, you don't deal with individual faculty members. I object to the way you have decided to make this reprimand.

Shepard: If they have a complaint, obviously two or three people can't come before the Board.

Miller: I would reiterate, whoever released this to the press was charged with the statement that this was the most serious thing a faculty could do to a president.

Shepard: I did not make this statement.

Pat Angle: I was the one who broke the story. I went to so many of these people and got no comment. You can ask people and trick them into admitting these things. In your circles this may not be ethical. In mine it is.

Dr. Balderstone: I believe that the story was leaked before that particular Faculty Forum meeting because Pat was up in our typing room typing the story an hour and a half before the Forum meeting.

Angle: They weren't sworn to secrecy before the meeting so naturally some people talked.

Park: The thing that bothers me basically here is that I made a statement when talking about tenure, that in my judgment teaching was a profession, and coupled with that I further stated that as long as in my judgment the people acted as professionals I intended to treat them as such. I can't see where a professional person would leak a story to a newspaper and then go to a meeting and swear the people to secrecy as a sham and be considered ethical.

Ryan: It just may be this leak came from a member of the faculty, but the faculty as a whole did not want this to happen. Because of one or two who might have done this, the whole faculty should not be judged.

Park: If I were a member of the group, I would eradicate these members from the group. I rather doubt it is a secret among the faculty.

Shepard: I think that the charge that it is unprofessional is right. And I agree. I am appalled and whoever did it was unprofessional. The point is, it was out and you just don't condemn the entire faculty because of this situation. We regret it and anyone who was at the meeting will testify that this was a rule of the meeting.

Robinson: We can rule out the guess as to the arithmetic <sup>could it be</sup> Did you guess that, Pat, as to the outcome of the vote?

McRae: Did you ever make any attempt to bring these points to the Board? Did you ever ask to be placed on the agenda?

Shepard: We are making that attempt tonight.

McRae: Don't you think this attempt should have been made before the censure?

Shepard: No group can come before the Board to represent the faculty without determining what the faculty feels.

McRae: You go back for some time.

Miller: Didn't you realize the possible damage to the college?

Shepard: I didn't propose to stand on the witness stand. I presented the report. I am president of the Faculty Forum. I have answered these questions to the best of my knowledge. An expression has to be made after the faculty as a whole has been polled. Two or three people can't come before the Board and express the entire faculty.

McRae: Doesn't your Senate represent the faculty?

Shepard: To a point, but not in a matter of this type.

Eakin: How often does this Faculty Forum meet?

Shepard: Four times a year -- one each term; twice in the spring.

Robinson: You are skirting at least a part of the question. If these concerns existed within the faculty wouldn't it have been possible for the Forum to reach some such conclusion as this: our communication is less than it should be. Shall we adopt a spokesman to go to the Board and say that communication has been less than it should be instead of the action taken?

Shepard: Mr. Panner said sometime back that there should be closer communication between the faculty and the Board. I agreed. Several days afterwards I made frequent attempts to contact Mr. Panner. I made call after call.

Robinson: That still doesn't answer my question. Instead of adopting the resolution that you did, could you not have adopted a resolution saying that you were not getting the cooperation that you should from the President and then name a spokesman to come to the Board and say so rather than the drastic action you took?



Shepard: We can all look back and there perhaps would have been other methods. I am not clear as to what you are suggesting. I would still think that in order to make any such approach to this --- Maybe I don't understand your question. The faculty has to make an expression. It has got to instruct its representatives and this is basically what happened.

Robinson: Let's go back to last Thursday. If these were matters of concern to the faculty and you felt things were not going well, could you not have last Thursday said we are not getting cooperation and we will send a spokesman to the next Board meeting and try to correct these things instead of adopting the drastic action that you did? Why didn't you, through the Forum, send somebody to the Board and say these are things that demand attention?

Shepard: You are suggesting, as I understand you, that we should have made an overture to the Board to express to them certain concerns that the faculty has regarding the way the school is in operation.

Robinson: I am asking if this couldn't have been done.

Shepard: I suppose it could have been done.

Miller: Has any faculty member been refused a hearing before the Board?

Shepard: I don't know.

Park: At the summer meeting at the Santiam Lodge, I expressed the wish that a board member be invited to sit in on Faculty Forum meetings. Has any board member ever been invited to one of your meetings?

Shepard: No.

Park: The thing that distresses me is that I seem to sense a vindictiveness in this manner of approach rather than a reasonable alternative which could have been used and which could have accomplished as much or more for the things which you express concern. There appears to be a well planned, leaked scheme.

Shepard: I am not going to sit quiet and let you say that. If anything was well planned and well leaked, no one I know was involved. I know it got to the press. But I don't know who leaked it. You said this type of thing would not go on, with one person answering all the questions. I am not trying to shirk my duty. It is my duty as president of the Forum to express what I think.

Settle: Would you have considered our action sensible and professional if we had presented our grievances -- if the press had not received the leak?

Park: It would have been more so. I am concerned because the stories that we have all read now, said "no confidence," and we are presented some papers which were not presented to the faculty in their entirety. So, apparently these things were not in action of the Forum, whatever you debated on that day.

Pinckney: I would have to deny the material presented here tonight is the material presented in the Forum last Thursday. I was there the entire hour and five minutes, and I think the faculty should have had access to this. I am sorry I did not see the material of this meeting before tonight because I would like the same opportunity to write a paper on all these points. This material presented here tonight

by Clay -- he knows the value of propaganda. You can see the twists and turns which are presented. Do you know that no faculty meetings have been held this year until Monday at four o'clock? He mentioned recruitment. I think perhaps we should deal with this because some do not know how this works. I meet with the division chairmen and we go over what we think our projected needs are. If the position being considered is in his division, he is the voice at that point. Then we come to the Board for contact of people to fill this position. Then I will contact all placement bureaus for applicants. If the division chairman knows someone personally, he is at liberty to write that person about that position. We gather the file in my office. It is screened continually by the division chairman and he tells me who he wishes to interview. Then we bring them to the campus. Then the Dean, the division chairman and the President sit down for an hour with the applicant and the division chairman then takes this person to meet people in his department. This has been violated all year.

I heard there had been no consultation about buildings. We planned buildings before we ever had a district and the faculty sat down and planned these buildings.

We heard about faculty promotion. We have such a policy and it is that one generally followed by the state higher system of education. There is a solid basis provided. We do have a system. This is not by whimsey. There is an orderly procedure. Clay speaks as if no procedures exist. They do.

Only three recommendations have come from the Senate. They were very large and need the same time to look at as it took the Faculty Affairs to come up with them.

We do have the library proposal. We ran into some difficulty when we took it apart in Executive Council last week.

It is true divisions were split last spring but it was because the division chairmen complained that they had too much to do. Our philosophy has been that a division head has always been an instructor. There were some budget problems we came on with six divisions. And now what do we have but that all division chairmen want to go on twelve months.

I heard tonight that outstanding faculty have left. This is true. And we have lost some other people who I am not going to talk about. When you go down the path as far as you can go and they refuse to go with the College, then it is time to call a spade a spade.

Vance Peavy came in 1956. He chose to go down about four roads and finally ended up in counseling. Each time the College shifted with him, even to the point where he had his own office downtown.

We have run into problems in the State Department with our vocational-technical problems. The documents are available to the Board if they want them laid out.

We have heard reference that we have not a director of summer school. It seemed economical to run it right through the same administration of the school. We are up against the same late date this year because we have some division chairmen late with their announcements for summer school.

Such statements as "buildings for faculty" in which Dr. Pence is supposed to have been engaged -- this is an error.

<sup>tenure</sup>  
I disagree with the tenure of this statement here tonight. I should like a chance to write up my own story.

I do not agree with the statement that President Pence is not the administrator for this college. I believe he is.

I have left out the library. If you had checked, Clay, with the National Library Association, you would have found we need two librarians in this institution.

Balderstone: This is my third year here. I have had some background in this particular area. I put in twelve years as a school superintendent. I have put in some research in school administration. I came here as librarian. I generally supported the administration. I think, in this particular meeting last fall up on the mountain, the Board expressed an idea of wishing to communicate with the faculty that is very good if communication can be arranged; however, in the document that has been prepared under the auspices of these people, the constitution of that body is so rigged that it is not a democratic constitution. The library is not represented at all. There are senators from the different divisions that make many of these decisions. I am sorry that four of them are first-year men, and I believe that I can discern very definitely the hand of the division head in many of their particular deliberations in the particular arguments. If you will look at the appointments made by the president of this organization which is carried on in committee you will see that certain persons are pretty well at the head of these committees. In the area of library, I find we had a little difficulty on the use of the library, but this can be taken care of. They decided the library should be under an assistant dean in their particular plan. If they had looked at the ACLU (Amer. Coll. Lib. Union) they would have seen this isn't the right position at all. Finally the committee did ask the particular group if the librarian could be appointed to the committee, and they tried to bypass him and appoint the assistant librarian.

As far as people leaving -- some have left. I was in the group who investigated Brilliant. There may be some people who left because of other reasons. They may have left because of difficulties or because his division head said there was no place for him here. That man happened to be Mr. Sailer. If you will look over the flow charts of this particular group you will soon be able to see under this particular program who has the power and who is going to run the institution if that particular flow chart is adopted. I think the Board might look over these things.

I have supported the President right through. I think that I haven't agreed with everything he has done. My viewpoint is different. He is doing a job of building the college. We are hired in different capacities and some have abilities in administration and should take over some of these departments and see that they run. I think there are always two reasons: a good reason, and a real reason. I think they felt this was a good reason to bring it to a head. The real reason, admitted by some of the members, was opposition to the President, and so I think on this particular matter this was a good point to lead the attack on. I think it is a power struggle between a certain group of the faculty who would like to take over, versus the administration.

Robinson: You mentioned the ACLU. Did you mean AAUP?

Balderstone: American College Library Union.



Wacker: Since the Board is receiving reactions, I have a few of my own. It is evident to me that the charges have been presented and that there is little left but the defense. I would agree that the charges presented were not the ones presented to the Forum. Some of the things were mentioned but not nearly so complete. About the vote -- 30-17 was stated as overwhelmingly. I have testimony that the majority of the 17 votes against the resolution of censure were by administrators -- people who have been charged with the responsibility to work and understand the problems. The 30 members who voted in favor of the censure included an awful lot of the younger and newer faculty who were undoubtedly forced to vote on hearsay evidence, pressures, etc. It did seem important to me that this consideration would be of value. There is no doubt that the campaign was well planned.

Concerning charges of the various people who have left -- I happen to be in possession of some information that these people are not in possession of. I think that representatives of this Faculty Forum are not qualified to speak about certain members who have left. One person who happened to be in my division left with a grievance. I know why. I know the complete story. The judgment on the part of the administration which may have provoked this grievance has my support.

I would certainly agree with Dr. Pinckney. I have read these recommendations, and if I were president I could not possibly have acted upon them as the Faculty Forum would like to have them acted upon. Many of these involved budget matters and it would be ridiculous for the administration to act. I would like to have studied the charges more completely and would very much like to present some arguments in defense.

Shepard: There have been a few misunderstandings, obviously, from the report. I submitted these only to the Board and if the Board wants them handed out ---. There could be some misunderstanding as you received only the verbal presentation. I would say that apparently there seems to be some concern that what appeared in this document was not the material in the Faculty Forum. There were no notes taken at this meeting and we have to rely on our memories. It is my understanding that it was basically the content of the discussion. The reference to buildings was only that while we are thinking of building new buildings we are thinking of cutting back faculty. I don't think this means the faculty has not been involved. The Faculty Affairs committee reference was not that it has not been adopted, but the manner in which the consideration of the hiring of a new dean or assistant dean. The Faculty Affairs Committee recommended a dean and the dean will hire a matron. This document refers to the faculty that in executive council meeting there seemed to be an attempt to reverse this position. This would upset the entire plan before it had been considered by the President. I am sorry if you misunderstood me. It has been said that the constitution of the Faculty Forum is rigged. It is news to me. It was passed by the Board, Faculty and President.

McRae: I would like to ask the Board if they would like to hear any more.

Park: I wouldn't want to come back and do this again. I would like to stay and hear it now.

Settle: I would like to speak to the press's getting the information. Are you in agreement that this would have been a professional proceeding if it had not leaked to the press? In the Senate meeting there was a vote of 8-1 to take this vote. There was no intent of secrecy at that time. Let me suggest that in the meeting before the vote was taken I recall one member walking out after the vote was taken, but before the vote for secrecy was taken.

I would like to ask Orde a couple of questions. It is obvious to me that procedures do exist. Dr. Pinckney, you suggested earlier that the division chairmen do have a strong voice in the selection of faculty members. What if the division chairman said absolutely that he did not want a person hired and what if after a review of all faculty members they did not wish that person to be hired, and then that person were hired?

Pinckney: You have answered your own question because we don't have the facts to go on.

Settle: But we do. People can be brought in to testify to the faculty that this very thing occurred.

You suggested something about academic rank.

Pinckney: It is my prerogative to analyze these. We have professional improvement in our code and when this has not been undertaken do you think promotion should occur?

Settle: It has been my knowledge that one individual has undergone extensive professional improvement plans and has been recommended year after year for promotion.

Pinckney: We have not considered the master's degree without high distinction for associate professor.

Settle: This person is named in "Who's Who in America." This person is named as one of the best teachers on campus.

Pinckney: Would you not think that person should follow a plan of professional improvement?

Settle: This person has. Probably much I have to say is hearsay, but certainly I think I have come to trust and respect people and value their words highly who seem to have legitimate gripes. Vance Peavy who resigned his position just accepted a position in charge of teaching counselors in British Columbia. From my first coming here, I found that something was obviously wrong in the ranks of the faculty. A great majority were very concerned about what was going on. A president does not run an institution without the trust of his fellow employees. May I suggest at this time that probably the reason I was drawn in here is that I have no hostile relations. I have been pleased to know the President and Dr. Pinckney, but I will say that from graduate school I have brought a much different philosophy of education than I see evidenced here. The role of the teacher traditionally has not been to be involved in important policy-making decisions, but we are no longer following this. The reason we go to college is to learn to think critically. I think the newer teachers, the ones who are now going through the graduate schools, must be critical of schools. We are trained to be a critical group of people. We have to be involved in ones that affect us -- to reach the best possible solution.

I think we of the faculty are actually suggesting this tonight. Mr. Wacker suggested that the majority of those were administrative. We have ideas that are quite different from a traditional area that is quite arbitrary to those decisions. Which are we going to be? Are we going to have intensive faculty involvement, or what appears to be arbitrary?

Park: Do you feel the end product is the education of our students? Do you honestly feel that in the midst of this strife that you have described the students are getting a well-rounded education?

Settle: In some classes, they are probably not. I like to think in mine they are.

Park: Do you think this dissension adds or attracts?

Settle: No doubt about it -- it detracts.

Park: Do you feel these people are giving their full attention to their basic goal of teaching?

Settle: Do you think those who have been displeased for years are giving the best of their time? Let's clear the air so they can give their best.

Park: You said you wanted to remain aloof. What kept you from doing this?

Settle: It is pretty hard to separate the two. It is much harder now to separate politics and teaching.

Robinson: You cited an example of someone running a business or bank without the wholehearted cooperation of his people. What do you think the manager would do if he did not have the full support of his people?

Settle: It would not be running as efficiently as it would if he had the wholehearted support.

Shepard: I heard a member of the Portland State College staff. He has just been elected president of the Faculty Senate and a reporter asked him how he justified the time to take time for this. He said he had an obligation to the students and to the academic community, and if his obligation to the academic took his nights and weekends, then he would have to spend that time.

You asked about the bank. I don't know if you have ever talked to a member of Tecktronics. They are very great on human relations, even if it is the janitor. He will tell you it is the best damn place he ever worked. You have to keep the people well contented and the morale high. This is very important. These people who have been unhappy in the past -- is this conducive to a real healthy institution? Year after year, I have sworn that I am going to live here the rest of my life, but in spite of myself I have been dragged into this situation. I feel no personal animosity towards anyone. I would take some issue with Mr. Wacker. I know how one guy voted -- that was me -- and I don't know how anyone else voted. I don't know about this political stuff going on behind the scenes. How can you pressure someone who votes by secret ballot? I think we have an outstanding faculty. They are very dedicated and very sincere teachers who want to get on and do a job. I think I speak for those people out there in the hall when I say this.

Park: I would like to hear a word from one of the students. How this incident or struggle or motion of censure affects your ability to get the education you came here for.

George Gilchrist: I was highly surprised to see something like this in the newspaper. This was something that would hurt COCC. It is going to have a definite affect on whether someone would want to come to this campus. I don't know if it is



going to hurt the enrollment next year. As far as the teaching part goes, I will agree wholeheartedly that we have some of the best teachers, although I can't agree on everyone. We sent a letter to the Dean and the President listing ten points concerning this faculty. Students could give you examples backing these ten points. As far as hurting my education at the moment, it probably won't. It might later. If there was any type of planning going on, I don't know. Perhaps this is why we were quite concerned.

Park: This letter has reached the Board. It appeared to be a wide criticism of the practices of some of the faculty. You meant it to be that way, didn't you?

Gilchrist: Right. We didn't intend to pick on any one faculty member. There have been people going to the Dean of Faculty concerned over these facts.

Park: One thing that gave me concern was the charge of absenteeism.

Craig Nowland: This is a particular peeve of my own. We are here for an education and when I find in several classes, one in particular that I won't mention, a certain instructor was changed from time to time. The instructor is gone on several occasions without a substitute on some occasions. One instance that happened today, a certain instructor was taking over our class. We had been switched back and forth so many times with this instructor because the regular instructor was taking off on Thursday so many times.

Park: Do you feel this is a prevalent practice on this campus?

Nowland: I have heard of other classes where this has taken place as there are so many meetings they have to attend. It would seem they could schedule them before or after classes. If it weren't for students there would be no need for college. When paying for an education, I do feel that there is concern on this one point of absenteeism.

Gilchrist: Craig mentioned committee meetings. An instructor came to class and said, "I am sorry I am not prepared for class because of a committee meeting."

Zahl: I am a newcomer and I am not going to indulge in history. Seriously, I can speak only for the period of July 1 and on. I suppose that Dr. Pinckney and myself are most intimately associated with the President and understand his feelings and frustrations and problems as he shares them with Orde and myself. I can testify that there has been a very great concern with the President to find some means of cooperating with the faculty. I am not sure we have always done the best we could, but the sincerity that lies with President -- he has looked for constructive proposals from the faculty. I don't know whether there has not been time for these proposals to come or what, but I do know they haven't come forth; anyway, proposals that didn't require a great deal of consideration by the President as well as the Board. The two that I have seen would require Board action and I don't know how they could be acted upon. I have been around schools a number of years of my life; however, I have never in my life been in an institution where I was almost immediately aware of two camps, and a recruitment for camps: "Come join my camp." Usually, if there is something boiling someone doesn't try to recruit you, but I have seen this on this campus. I know three of the people in the vocational-technical area who haven't been in the area very long, but who were approached to "join my camp." I tried to remain neutral. I told them they had better sample both sides because this was their decision to make. This last is hearsay and I haven't asked the person directly, but one member was approached five times prior to the censure movement. I have no doubt but what it is accurate.

Shambaugh: I had my foot in the other camp last year, but I couldn't stand the techniques. I have heard various statements that "we are going to get rid of Pence if it is the last thing we do." Before the meeting last Thursday, I contacted many people to try to show them it would be a horrible thing to air before the public. I tried to get them to form a grievance committee. I believe the Faculty Forum has a real purpose and I have supported it at all times, and have been an officer in it and was happy in the constitution, but I understood that if there were things to be changed it could come before the body and be changed. Then when fall came the selection of the committees was arranged by the leaders of the "in group." I was approached to serve on a committee and said I would not serve on the committee because of the chairman. I believe you can go down through the committees and you can see where the control is. I have tried to help the young people on our faculty. One is on the Senate. He has been a good reporter. Some of the others do not go back and report to their divisions. I agree with Dr. Zahl that these people have been worked on and indoctrinated. I think the Forum would have succeeded if they could do something constructive.

Being a division chairman, I am in the process of hiring a new person. Dr. Finckney has relayed to you the steps that we take when I take the transcripts of the people who are being hired. We take them and go over them. We send out our invitations and we all visit them, so I disagree with some of the division chairmen who have problems with hiring. I think they are prejudiced in the beginning. They do not want to work with the Administration.

Ryan: I would like to say first that what I know about this college is not hearsay. I have been here quite awhile. The faculty of this college at least does not feel that it has the opportunity to participate. Whether this is real or not is not the question; if they feel this, it is a problem. During my time we have had constant turmoil on the faculty. You can't point to any particular people. The people who were upset five or ten years ago are not here now. We have had more loss than we should. We have had more turmoil than we should. I have to say we have had constant turmoil. You have to point to someone. Dr. Pence is president of this college and he must take responsibility for what has happened through the years. We have not had efficient administration through the years, and there are many things that you can point to. I just can't turn my back on this.

Miller: I am disappointed in Mr. Ryan. There has been great growth.

Ryan: I am not talking about this. I am talking about what we have been through. I think it may be related to some extent about the way a college like this has to grow. I am saying that the talent it takes to do this we may not need now. I cannot deny what Dr. Pence has done up to this point.

Miller: Do you think the faculty treated him fairly in this last vote?

Ryan: When the vote came out, I voted my own feelings.

Miller: As Mrs. Shambaugh has said, you should have had a grievance committee. They should come to this Board. They should not come to a board member individually. The faculty has shirked every responsibility.

McRae: I would not like to make a settlement as an individual board member from my gathering of what has gone on tonight. First of all, I am quite concerned that the students have not had proper instruction during this time of stress; and prior to this time of stress, absenteeism and ill-prepared instructors. We have discussed

32 90

this with the President and I think an attempt has been made to straighten this out, but it has not been straightened out. There is a philosophy among the faculty of power. We had knowledge of many of these points that were brought up against the president. We agreed with him and backed him. I don't go along with the philosophy of the faculty. It is our responsibility as a taxpayer to get the best instruction for the student for the money. These charges have grown through several sources. The largest amount are those who have the philosophy that there should be more power asserted by the faculty. I am sorry this had to happen to COCC. Another factor is some bitterness and some hatred on the part of faculty members -- where they say "get rid of Dr. Pence." Some was fear on the part of new faculty members. I think jealousies have gone into this action -- a promotion that they felt should have been forthcoming. I am afraid now that the point has come when we are in two camps. I hate the situation but I am afraid this is what it has come down to.

Settle: When I was in high school I deplored lousy instruction. I would like to say that I think these individuals who are doing this thing should be censured or they should go. We have to get to the heart of the problem. I have been absent one time myself that was not due to sickness. I did decide upon the suggestion of people in the department to go on a student recruitment day because I see very clearly the problem involved. I would have to disagree a little with Clay and agree more with Orde.

(At this point the secretary who had been taking minutes for about six hours steadily was unable to make her arm work any more. There was very little left to record, however.)

McRae: Is the Board prepared to place a motion before the Chair? Do you want to take any action?

Park: This is a very serious matter. We as members of the Board should deliberate. I move the Board take this matter under advisement. Motion seconded by Eakin.

McRae: I shall try to step down as chairman. This is a matter that is going to have to be answered within this next week concerning contracts.

Park: We could have a further meeting of the Board.

McRae: Prior to the meeting of the Board?

Park: It is really important that the entire Board participate. The motion is that this be taken under advisement with an attempt to settle Friday. The Chair should have all members contacted. I would limit that meeting to the Board and no one else, and the Board's counsel.

The meeting to be Friday the 10th at 7 p.m. in Mr. Park's office in Redmond. This executive session to be adjourned until that time.

McRae: Do you want this to be publicized? I see no reason for it not to be.

Pence: I think it is rather difficult to keep anything like this quiet. I would have no objections. It hasn't been the most comfortable day I have spent in my life.

Shepard: I can only say once again -- we considered this as a faculty as an internal matter.



32

91

Eakin: It isn't any more.

Shepard: I have no control over this any more and guess I never did.

Miller: I think it is far more damaging to the people involved to keep it under cover.

Park: This is my impression also on this one.

Meeting adjourned until Friday, March 10, 7 p.m., Mr. Park's office in Redmond.

(These minutes are unofficial in that they have not been approved by the Board.)

R. P. Penick

chairman

attest:

Don P. Penick  
clerk

33 92  
Madras, Oregon  
May 4, 1967

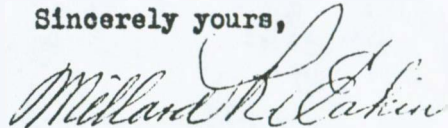
Mr. R. P. McRae, Chairman  
Board of Education  
Central Oregon Community College

Gentlemen:

Because of my feeling of deep responsibility to the district I represent, and because I cannot compromise my personal principles, I feel I can no longer effectively represent Crook and Jefferson Counties as a member of Central Oregon Community College Board of Education. Therefore, it is with sincere regret that I present my resignation to the Central Oregon Community College Board of Education.

I have enjoyed working with the college faculty, administration and board members. It is my hope that you will work together as an effective group without bias or prejudiced influence in order that Central Oregon Community College may fulfill its role as a college of high esteem dedicated to the development of educational opportunities for its students.

Sincerely yours,



Millard R. Eakin

MRE:oe  
cc: Dr. Pence, president

## APPENDIX

## OFFICIAL REPORT OF STATE INVESTIGATION

## A. Report on Central Oregon Community College

## I. Introduction

At the end of March, 1967, a committee was appointed by Dr. Leon Minear, state superintendent of public instruction, to investigate the causes of the deterioration of faculty-administration relationships at Central Oregon Community College, a deterioration underscored, on March 2, 1967, by the faculty's 30-17 vote of no confidence in President Don P. Pence and by the subsequent non-renewal of the contracts of 12 faculty members from among those voting no confidence.

Those appointed to the investigating committee were Dr. Frederic Giles, professor of higher education, University of Washington; Dr. Lester Beals, professor of education, Oregon State University; Dr. Dwight Baird, president, Clark College; Mr. William Bristow, member of the Lane Community College Board; and Dr. Glen A. Love, assistant professor of English, University of Oregon, chairman. The committee was appointed by the superintendent at the request of the board of directors of the Central Oregon Area Education District, in which rests the authority to operate the college. Since the investigating committee



itself had no legal authority, it was an unofficial body and in conducting its investigation it acted entirely in a private capacity. It therefore was free to establish its own rules of procedure.

The committee held its hearings on April 12, 13, and 14, 1967, in Bend. The procedure which the committee decided upon was the holding of a series of closed hearings involving individuals and groups representing all aspects of the controversy on the Bend campus. It was believed that such sessions would allow the committee to gather more complete and open testimony. On April 12 and 13, the committee met with various organizations within the existing structure of the college: The board of directors, the faculty senate, the executive council, and the student senate. It also met with the president on both April 13 and 14. April 14 was given mainly to meeting with the groups who had divided over the present controversy into those in support of the present college administration, those not in support of this administration, and those who preferred not to be placed in either of the preceding classifications. The committee also met with the dean of faculty and the assistant dean of faculty. Written assignments were accepted by the committee from members of the community who wished to express their opinions. A few students, not members of the student senate, also gave written statements to the committee. In addition to hearing oral testimony, the committee received extensive written material from both the pro-administration and the anti-administration groups.

## II. General Findings

Since digesting the materials and the findings of its investigation, the committee believes that several generalized conclusions are warranted:

A. That an extremely serious problem exists at Central Oregon Community College. The investigating committee noted, during its stay, that the atmosphere at the college was highly emotionally charged. There seemed to be an almost total breakdown in communication between those in support of the president and those not in support.

B. That this problem is not recent in origin. The committee found significant evidence of a long-standing history of faculty-administration conflict at Central Oregon Community College.

C. That the origin and growth of this problem is very complex, and that no single event, person, or group can be clearly isolated and identified as its cause. Rather, seemingly minor or remedial occurrences through the years have been pieced together by both sides into two monolithic structures of misunderstanding. It may perhaps be speculated that, at the root of the problem, lie the tensions created when a small, academically limited institution suddenly finds itself thrust by circumstance into a new pattern of growth and change, a pattern which those who have operated the institution up to that time may find disquieting. New faculty, new programs, new ideas challenge old ways. This challenge, then, can separate those who hold more

closely to the past from those who advocate change. Finally, a split develops.

D. That the vote of no confidence on the part of the faculty was ill-advised in that this drastic action was the first and only official indication that the faculty, as a body, was dissatisfied with the president and his policies.

E. That the method, timing, and process of the president and the board in selecting and notifying those faculty members to be dismissed seems highly improper and in violation of professional standards, particularly in the case of those faculty members whose years of service to the institution ought to have assured them of formal proceedings, presentation of charges, right to a hearing, etc.

F. That, by the time the committee had arrived, the actions on both sides had gone beyond the point of no return. Neither side evidenced a willingness to alter the recent course of events and to pull back to a position at which reconciliation would be possible, nor is this committee convinced that such a reconciliation, based, for example, on rescinding of the no confidence vote and of the subsequent dismissal of the 12 faculty members, would be either possible or effective.

G. That, therefore, hope for the future of Central Oregon Community College must lie in the ability of those connected with the college to take the actions necessary to bring the institution into equilibrium and to point it upon a new course, characterized by a sound and positive edu-



cational policy. It is with this assumption in mind, and in the spirit of constructive criticism, that the following specific observations and recommendations are put forward by this committee.

### III. The Board of Directors

#### A. Observations:

1. The members of the Central Oregon Community College board are earnest, public-spirited men, dedicated to what they feel are the best interests of the college.

2. Seemingly due to a lack of time and leadership, they have not developed, as a body, a full understanding of their role and that of the college, with the result that the board has not been as effective as it might have been in carrying out its responsibilities.

3. There is a close working relationship between the board and President Pence. In the minds of many of the faculty, the board and the president are identified as one, and thus many of the faculty believe that the board is unaware of their problems and unsympathetic to their needs.

4. The action of the board, in the method and process by which 12 faculty members were not rehired for next year was, in the opinion of this committee, deplorable.

#### B. Recommendations:

1. A written policy manual is urgently needed by the board.

2. An explicit policy and procedure, consistent with accepted

professional practices, should be developed immediately for termination of professional employees.

3. A planned program to orient board members to the purposes, functions, and mode of operation of Central Oregon Community College and to the role of a community college board should be initiated immediately.

4. Positive steps should be taken to improve understanding between the board and the faculty.

5. The board needs to understand its policy-making function and to separate this function from the administrative operation of the college.

#### IV. Faculty

##### A. Observations:

1. The investigating committee was impressed by the sincerity, seriousness, and concern for the college evident in all faculty members with whom it met, regardless of the issue which has divided them.

2. The faculty, for the most part and for some time, evidenced great concern about what they believed to be a too-limited role in the operation of the college. A strong movement toward their greater involvement in the affairs of the college, born perhaps out of their frustration on this score in the past, has been evident recently.

3. The faculty, searching for more meaningful involvement, developed, in its self-organization, a structure which created con-

fusion as to the proper roles and responsibilities of both the faculty and administration in carrying out the activities of the college.

4. The faculty created too many sub-organizations for its size. (There are 13 standing committees, besides a forum, a senate, and various sub-committees, for a faculty of 52.) The small number of faculty members was stretched thin to cover the many committee and organization positions. First-year faculty members, many of them without any relevant experience, have been appointed or elected to such important posts as the faculty senate.

5. As a partial result of these organizational problems, perhaps, a system of communication between the faculty and central administration developed which was formal and legalistic on both sides and which was detrimental to the necessary climate of good will and understanding on the campus.

6. As has been pointed out, a long series of unresolved frustrations and misunderstandings resulted in the polarization of the faculty into two camps, culminating in the 30-17 vote of no confidence in President Pence. But since there had been no official faculty statement of dissatisfaction before this vote, the committee believes that the faculty should have preceded its vote of no confidence with some less final and less sensational means of expressing its dissatisfaction to the president.



B. Recommendations:

1. A re-evaluation of the purposes, functions, and structure of faculty organization and its relationship to institutional organization is needed.

2. Clearer and simpler patterns of procedure and lines of responsibility within the faculty organization are necessary.

3. An effective system or means of day-to-day communication between faculty and central administration should replace the mena-  
cingly legalistic written communication which now exists.

V. The Central Administration

A. Observations:

1. President Don Pence's long years of loyal association with Central Oregon Community College and his efforts on its behalf are well known. During his years as adult-education director, and later as president of the college, the institution has grown from night-school classes in the local high school to its new and attractive campus.

2. It appears to this committee that the president and the dean of faculty have not provided dynamic leadership for the faculty.

3. Administrative policies and practices have not been developed by the president which are compatible with the present character of the institution.

4. As is the case with the faculty organizational structure, administrative organization has created confusion as to proper roles and responsibilities of both faculty and administration in carrying out

the activities of the college.

5. Established and regularized administrative procedures, where they do exist, are not always used consistently by the central administration.

6. The president, in his close relationship to the board, has not been able to establish himself with the faculty as an effective advocate of their concerns when these matters come before the board.

7. The process which the president followed in the selection and presentation to the board of the names of those faculty members whose contracts were not to be renewed, and his means of notifying these persons of the action taken are deeply disturbing to this committee.

B. Recommendations:

1. Regularized procedures need to be developed which will be consistently followed in carrying out the activities of the college.

2. The executive council should either be reorganized along effective lines or abolished.

3. The significant gap between divisional structure and the central administration needs to be bridged.

4. As a result of its study and its findings, the committee believes that the schism on the campus has gone so deep that it is probably irreparable under the present administration, which is itself so much an issue in the dispute.

5. The committee recommends that consideration be given to

believes is the ultimate misfortune in the course of events at Central Oregon Community College: The pathetic waste of human resources at an institution which, by its very nature, ought to lead the community in nurturing and developing such resources. If the college is to have a position of leadership, it will need to do more than simply make the changes recommended in this report. To be sure, policies and procedures are faulty and must be corrected, but a larger action is called for. What is needed is a monumental effort of good will and cooperation on the part of all those at the college, as well as the patience and understanding of the community from which the school derives its support. Without these, the committee does not envision any but a partial recovery.

In submitting this report to the state superintendent, the committee wishes to thank all those from among the students and staff at Central Oregon Community College whose cooperation with the committee helped make an odious job somewhat less difficult.

Frederic T. Giles  
Lester Beals  
William W. Bristow  
Dwight C. Baird  
Glen A. Love

April 23, 1967



## Central Oregon Community College Staff

### OFFICES OF ADMINISTRATION

Office of the President . . . . . Don P. Pence, Ed.D.  
President  
Dorothy S. Kellogg, Secretary to the President

Dean . . . . . Orde S. Pinckney, Ph.D.  
Dean of the Faculty  
Linda Swan, B.A., Secretary to the Dean

Assistant Dean . . . . . George C. Zahl, Ed.D.  
Vocational-Technical & Federal Programs & Services  
Catherine L. Coppock, Secretary to the Assistant Dean

Registrar . . . . . Charles L. Wacker, Ed.M.  
Registrar-Director of Admissions  
Louise Kennedy, B.A., Secretary to the Registrar

Business Office . . . . . Pat E. Ross, B.S.  
Business Manager  
Christine Adams, Bookkeeper  
Carol Wilson, Assistant Bookkeeper

Counseling Center . . . . . Tenison F. Haley, D.Ed.  
Director of Counseling & Testing Services  
Ruth Halligan, Secretary

College Auxiliary Services . . . . . Joseph E. DeMarsh, M.S.  
Director  
Dorothea Fravel, B.A., Secretary  
Rose Hackett, Cafeteria Supervisor

Student Activities . . . . . William W. Hudson, M.S.  
Director

Information Services . . . . . Philip Ryan, M.A.  
Director

News Services . . . . . James L. Crowell, M.S.  
Coordinator

Library . . . . . Howard Balderstone, Ed.D.  
Head Librarian  
Edward S. Jackson, M.L.S.  
Assistant Librarian  
Elizabeth Bennett, Library Assistant

Continuing Education . . . . . Director to be Named  
Doris Hightree, Secretary

Maintenance Services . . . . . Edward Glaab  
Supervisor  
John Scott, Grounds  
M. L. Woodward, Custodial  
Kenneth Blackburn, Custodial

Division of Language and Literature . . . . . Chairman to be named  
Phyllis Harris, Division Secretary

Division of Social Science and Fine Arts . . J. David Cunningham, M.A.  
Chairman

Division of Business and Related Technologies . Alice Shambaugh, Ed.M.  
Chairman

Division of Mathematics, Engineering,  
and Related Technologies . . . . . Philip Ryan, M.A.  
Chairman  
Joyce Kofford, Division Secretary

Division of Life Science, Physical Science,  
Physical Education, and Related Technologies . D. Eugene Marcy, M.S.  
Chairman

Division of Mechanics, Industrial Crafts,  
and Apprentice Related . . . . . Chairman to be named  
Edna Komning, Division Secretary

### FACULTY

Howard Balderstone, Associate Professor of Education.  
Ed.D. University of Oregon. At COCC since 1964.

Donald E. Burdg, Assistant Professor of Mathematics.  
M.A. Colorado State College of Education; M.S. Oregon State University.  
At COCC since 1956.

Ruth Burgderfer, Assistant Professor of Art.  
M.A. Columbia University. At COCC since 1960.

Frank W. Burton, Instructor in Physics and Mathematics.  
M.S. Purdue University. At COCC since 1966.

Rouben M. Chanco, Instructor in English.  
M.F.A. University of Oregon. At COCC since 1966.

R. Keith Clark, Instructor in English.  
M.S. University of Oregon. At COCC full-time since 1966.

James L. Crowell, Instructor in Journalism.  
M.S. University of Oregon. At COCC since 1966.

J. David Cunningham, Assistant Professor of History.  
M.A. University of South Dakota. At COCC in 1962 and since 1965.

Joseph E. DeMarsh, Director of Auxiliary Services (Instructor).  
M.S. University of Oregon. At COCC since 1964.

- C. Wayne Eshelman, Instructor in Biological Science.  
M.A. University of South Dakota. At COCC since 1965.
- James E. Ferguson, Instructor in Geography.  
M.A.T. Oregon College of Education. At COCC since 1965.
- Paul A. Filter, Instructor in Health and Physical Education.  
M.A. Colorado State College. At COCC since 1966.
- William C. Gunderson, Instructor in Political Science.  
M.A. Washington State University. At COCC since 1966.
- David P. Habura, Instructor in Business.  
M.S. San Jose State College. At COCC since 1966.
- Raymond D. Haertel, Instructor in Mathematics.  
M.S. Oregon State University. At COCC since 1966.
- Tenison F. Haley, Assistant Professor of Psychology.  
D.Ed. University of Oregon. At COCC since 1964.
- Tom P. Herron, Instructor in Music.  
M.M. University of Idaho. At COCC since 1966.
- William W. Hudson, Assistant Professor of Geology.  
M.S. Oregon State University. At COCC since 1959.
- Edward S. Jackson, Assistant Librarian (Instructor).  
M.S. University of Oregon; M.L.S. University of Wisconsin. At COCC since 1966.
- Eli S. Jenkins, Assistant Professor of English.  
Ph.D. University of Southern California. At COCC since 1961.
- Louise Jennings Jones, Assistant Professor of English; Coordinator, English Department.  
M.A. University of Kansas. At COCC since 1955.
- James R. Klent, Instructor in Chemistry and Mathematics.  
M.S. Catholic University. At COCC since 1966.
- Rodney A. Kohler, Instructor in Mathematics.  
M.S. University of Oregon. At COCC since 1966.
- Norma J. Kruger, Counselor, Instructor in Psychology.  
M.S. University of Oregon. At COCC since 1966.
- Charles W. Lentz, Instructor in Automotive Body and Fender.  
Certified Vocational Instructor. At COCC since 1964.
- Ralph Maddox, Instructor in Welding.  
Certified Vocational Instructor. At COCC full-time since 1966.
- D. Eugene Marcy, Assistant Professor of Chemistry.  
M.S. Kansas State University. At COCC since 1965.
- James E. Mattox, Assistant Professor of Forestry.  
M.S. Montana State University. At COCC since 1964.

- \*Thomas Means, Ski Coach (Instructor).  
B.S. University of Oregon. At COCC since 1966.
- Elizabeth L. Mueller, Instructor in Biological Science.  
M.S. Purdue University. At COCC since 1966.
- Bruce C. Nolf, Instructor in Geology and Physical Science.  
Ph.D. Princeton University. At COCC since 1966.
- Harold G. Ogden, Assistant Professor of English.  
M.A. University of Washington. At COCC since 1964.
- Sanford Duane Owens, Instructor in Health and Physical Education.  
M.S. University of Oregon. At COCC since 1964.
- Don P. Pence, Professor of Education.  
Ed.D. Oregon State University. At COCC since 1952.
- H. David Phillips, Instructor in Automotive Technology.  
Certified Vocational Instructor. At COCC full-time since 1966.
- Orde S. Pinckney, Professor of History.  
Ph.D. University of California. At COCC since 1955.
- Dallas D. Quick, Assistant Professor of Music.  
M.M. University of Idaho. At COCC since 1956.
- Wendell Lee Reeder, Instructor in Health and Physical Education.  
M.S. University of Oregon. At COCC since 1965.
- Pat E. Ross, Business Manager (Instructor).  
B.S. University of Oregon. At COCC since 1965.
- A'leen Runkle, Research Assistant.  
M.A. Oregon State University. At COCC since 1966.
- Philip Ryan, Associate Professor of Engineering.  
M.A. University of Denver. At COCC since 1956.
- Glenn H. Settle, Instructor in English.  
M.S.T. University of Oregon. At COCC since 1966.
- Alice Shambaugh, Assistant Professor of Business.  
Ed.M. Oregon State University. At COCC since 1962.
- Clay Shepard, Assistant Professor of Speech.  
M.A. University of Oregon. At COCC since 1963.
- Leland C. Shepardson, Instructor in Electronic Technology.  
Certified Vocational Instructor. At COCC since 1963.
- Horst G. Taschow, Instructor in Reading.  
Ed.M. Oregon State University. At COCC since 1965.
- Charles L. Wacker, Associate Professor of Business.  
Ed.M. Oregon State University. At COCC since 1958.



\*Boyd Wolf, Instructor in Electronic Technology.  
Certified Vocational Instructor. At COCC since 1959.

George C. Zahl, Associate Professor of Education.  
Ed.D. University of Arizona. At COCC since 1966.

\*Part-time Instructors

### **SPECIAL FACULTY** **Part-Time Instruction**

Donald Anderson  
Verna Barfknecht  
Harry K. Behymer  
Kenneth Bjorklund  
Melvin L. Blanchard  
Norma J. Bradbury  
Nellie Breese  
Delores Chambers  
John Chambers  
Catherine L. Chisholm  
Dalton Clark  
Clarice Cox  
Craig Coyner  
Ernest Davidson  
Bobby J. Dillingham  
R. Bruce Douglas  
Harry A. Drake  
J. Harvey Drake  
Robert Z. Fisher  
Phyllis Flaiz  
Donald Gallagher

James Goad  
Vinton Green  
Milton Griffith  
Raymond J. Hegg  
Paul Hightree  
George Hudson  
Charles Hutchinson  
Nunnally Johnson  
A. E. Ledbetter  
Ron V. Little  
Leslie L. Martin  
Russell J. Mast  
Darlene Matson  
Paul McCoy  
D. T. Merritt  
Donald Moody  
Doel Negron  
Wright Noel  
Louise Ogden  
Donald Peters

Raymond P. Poncy  
Marshall Porterfield  
Herbert Rector  
Fred Richardson  
Ramona J. Romine  
Robert Sawyer  
Jacob Sesock  
Charles Skeans  
Peter Smith  
Eugene Stranahan  
Thomas O. Temple  
Doris Thomas  
Howard Trowbridge  
William Van Allen  
Wallace Van Hise  
Julia Warner  
Luther C. Webb  
Jack J. Wilson  
Michael Wonser  
Lois Zimmerle

## **Organization and Facilities**

### **ORGANIZATION**

Central Oregon Community College is organized in accordance with the provisions of the "Area Education District" Law (Chapter 602, Oregon Laws, 1961). The chief administrative officer is the president.

The college is approved by the State Board of Education, with all transfer curricula and all instructors teaching transfer courses also approved by the State Board of Higher Education.

The Central Oregon Area Education District consists of all of Crook, Deschutes, and Jefferson Counties; that portion of Klamath County lying North of the North line of Township Twenty-seven (27) South; that portion of Lake County lying North of the North line of Township Twenty-eight (28) South; and that portion of the Warm Springs Indian Reservation lying within Wasco County.

Central Oregon Community College is operated by the Central Oregon Area Education District, serving the Central Oregon area. It is a locally controlled, democratically operated institution founded upon the principle that the area should provide education for all its members. It provides a cultural center for the area, and recognizes its moral and social responsibility toward the students and the adult population. It makes provisions for meeting the educational needs of the area through a comprehensive program of liberal arts, sciences, technical, general, and adult education.

### **PHILOSOPHY**

Because every individual in the United States must think as ably and clearly as possible to enlarge the well being of our democratic way of life in the time of its gravest challenge; because every individual in the United States must have the finest education to satisfy his social wishes and assume his full responsibility as a citizen in his community, in his state, and in his country; because every individual in our nation must have the very best education in order to satisfy his economic wants through his ability to assume responsibility in the highly complex and technical age in which we live and because the community college is superbly conceived to provide expanding opportunities in education for our growing and demanding population, we of the College are proud to dedicate our efforts to the realization of these goals.

### **LOCATION**

Central Oregon Community College is located just west of Bend where it faces the magnificent Cascade skyline of snow-capped mountains. The college district, which was established in 1961, enfolds the great pine forests of the Ochocos and the Cascades, the agricultural areas of the Deschutes and Crooked River valleys, and the cattle ranches of the high plateaus.

Both students and visitors will know the joy of the great outdoors in this land of the big sky where man's need for space and beauty and pleasure is magnificently endowed.